# **CETF Report Appendices**

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# **Appendix 1**

# **Appendices**

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# SPU Writing Task Force Report to Faculty Curriculum and Assessment Committees

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**Introduction and Overview** 

The Writing Task Force was convened in the spring of 2012 by UPEC in response to their audit of all Seattle Pacific University writing instruction (see report, appendix pages 4-16). UPEC gave the task force our charge "to envision and subsequently develop a comprehensive writing program at SPU that includes clearly articulated goals and assessment strategies" (see task force charge document, appendix pages 1-3).

By way of background, it may be surprising to learn that there actually hasn't been a universally-required, standard writing curriculum at SPU at least since the 1974-76 catalog, as University Archivist Adrienne Meier's research shows (see appendix pages 34-44). But this historical curricular shift away from earlier catalog requirements was not done for pedagogical reasons but rather for resource ones, as former SPU faculty members and administrators have helped us understand.

In the early 1970s, in response to pressures to increase SPU's academic rigor, hard choices had to be made about the allocation of limited faculty teaching resources for writing instruction. Many universities across the country, under similar academic and financial pressures in that generation, shifted to adding a large cadre of dedicated part- or full-time writing specialists to their campuses -- teachers who were not regular, tenure-track faculty members but rather ongoing Instructors or Lecturers in order to continue offering the standard college writing courses. This staffing solution was not ideal, of course, but the move was made so that those colleges would not lose universal writing instruction for all the students, one traditional

backbone of the liberal arts curriculum. (Seattle University, University of Puget Sound, and PLU are local examples of this decision – see appendix pages 45-47.)

SPU, however, made different curricular choices in response to that same resource pressure but, as a consequence, gave up universal writing instruction. Open-ended expectations for writing instruction were instead spread across the General Education program into varying courses and requirements over the years (including shifting elements of the Core and "W" program, see appendix pages 34-44 for details). And SPU's only form of assessing writing competency necessarily tilted toward seeing it as an incoming high school student placement threshold alone (emphasizing "college readiness") rather than as a college graduation standard.

It is perhaps not surprising, then, that the only required writing class at SPU (English 2201) came to be seen as "remedial" since only those students who weren't "up to incoming college level" were ever required to take it (and they made up only a percentage of any given freshman class). Just to make matters even more complicated, the University Scholars faculty have alternately developed a much more focused, robust emphasis on writing in the honors core curriculum thereby inadvertently creating a two-tier, "haves and have-nots" situation where University Scholars now receive a markedly more effective writing curriculum than SPU students as a whole.

We can certainly understand and appreciate the efforts of our earlier colleagues to somehow hang on to writing instruction at SPU without the resources or staffing to teach it in the curriculum or comprehensively assess it as part of student learning. But it has been long enough now that we can see the unintended consequence of those hard choices. By moving from required writing instruction for all students to our current uneven assemblage of courses, choices, assignments, and requirements, SPU has inadvertently continued to conflate incoming high school placement with college graduation proficiency ever since -- and with little or no ability to assess and track learning. There is a reason so many students seem to struggle with writing – and learning – at SPU. We have not taught them how to do it at the college level.

Our task force's charge is therefore a timely and important one. National higher education leaders of many kinds are also finding that increased college writing instruction is one of the single most effective ways to foster <u>all</u> learning in students. Several prominent leaders (such as Vincent Tinto) and several recently prominent books (such as *Academically Adrift* by Richard Arum and Josipa Roksa) articulate this need in clear and compelling language:

"[H]aving demanding faculty who include reading and writing requirements in their courses (i.e. when faculty require that students both read more than forty pages a week and write more than twenty pages over the course of a semester) is associated with improvement in students' critical thinking, complex reasoning, and writing skills. .... Even after we control for a range of individual attributes, including academic preparation, students...still improved their skills significantly more than did students lacking those experiences." (Arum and Roksa 93-94)

Now is an excellent time, in many ways, for SPU to revisit its writing curriculum.

Before moving on to new recommendations, however, we wish to recognize and applaud the many faculty members across SPU who already care deeply about the issue of effective student learning through writing and who adhere to high standards in both. In many cases, these faculty members have taken extraordinary measures — often at their own cost — trying to help students learn to write while simultaneously teaching the content of their own discipline, all in the same class, and with predictably difficult results. But this *ad hoc* system based on individual faculty heroics is neither effective nor comprehensive for all SPU students, as the UPEC writing review clearly showed. Our recommendations seek to redress this serious curricular and learning deficit on our campus, based on our charge to "envision and subsequently develop a *comprehensive* writing program at SPU."

In addition and fortuitously, recent advances in the cognitive sciences have dramatically impacted the field of writing pedagogy itself, leading to a new and much stronger academic consensus about writing's role in effective student learning <u>across all majors on campus</u> (see appendix pages 49-50). This emerging consensus particularly incorporates "transfer of learning" cognitive data findings. In brief, this research has shown that students across all disciplines greatly benefit from freshman-year writing instruction that emphasizes <u>rhetoric</u>. These newly-framed classes teach students to see, through both reading and writing assignments, what counts as a *claim*, what counts as *evidence*, and how can we assess whether this information is *reliable*. Rhetorical instruction, the research has shown, "transfers" much more successfully into disciplinary learning for students than the old-fashioned days of "English composition class" as they move into major programs.

These new findings have also contributed to a virtual explosion in new college writing pedagogies, textbooks, and software programs that support this instruction as the key building block for teaching students "academic inquiry" itself – that is, in many ways, "how to be a successful college learner." The importance of "transfer of learning" in the writing curriculum has also solidified the trend toward building on freshman-level introductory courses with systematic, discipline-specific writing training to follow through to graduation.

Much has changed in college writing since the old days of "freshman English" and yet some surprisingly traditional notions — such as the centrality of rhetoric — have also returned with new vigor in light of these recent scientific advances. Our task force recommendations below incorporate many of these new "best practices" and teaching tools in order to create a comprehensive and effective writing curriculum as the backbone for all successful student learning at SPU.

# Overview of current national writing pedagogy best practices

(see appendix pages 17-33 for representative source materials):

- Instruction in college writing is foundational for teaching "academic inquiry" across all college disciplines and must be explicitly taught beginning with a universal, two-course freshman-level sequence.
- Increasingly rigorous writing requirements must continue through the sophomore to senior years, embedded in both general education and major coursework, and leading to an assessable measure of competency at graduation (in many cases using a required senior essay/thesis and digital student portfolio).

#### **Specific SPU Task Force Recommendations**

We believe that the following curricular and program proposal achieves the important aims outlined above. It "envisions a comprehensive writing program at SPU" that will dramatically increase student learning, bring us into compliance with national best practices, and "includes clearly articulated goals and assessment strategies."

# **Summary of recommendations**:

1. Implement a **required two-course sequence** (10 credits) in the freshman year for <u>all</u> incoming students, preparing them for university-level academic inquiry, critical thinking, and writing during the rest of their time in college. (The first course teaching the foundations of academic inquiry and writing, and the second one discipline-embedded research writing). However, we recognize that ten new credits cannot be simply added to our current General Education program without reducing credits elsewhere, nor without a thoughtful review of our early-college curriculum as a whole. We recommend instead that a special **faculty task force** be called to thoroughly investigate the possible implementation of these writing courses in the context of assessing the overall effectiveness of our first-year program.

- 2. Develop a **new**, **clearly-articulated "W" framework** for writing expectations across the SPU curriculum in general education and the majors, providing an assessable template for departments and degree programs, and showing increasing challenge and rigor from the sophomore through senior years. A final written work as determined by individual departments (such as senior thesis or essay) will be required for graduation.
- 3. Implement a university-wide **holistic**, **digital**, **portfolio-based assessment program**, incorporating evidence of student learning at all levels and in all expected **graduation outcomes**.
- 4. Hire a **full-time**, **disciplinary-trained**, **and experienced Director of Campus Writing** responsible for leadership, faculty development, oversight, and assessment of this program at all levels.
- Return to staffing a writing tutorial course as a linked writing "lab" requirement for those students who need specialized academic support in addition to regular coursework (such as those from underserved populations and/or ESL students).
- Increase professional staffing and hours, and, if possible, move the physical location of the Writing Center to a central, widely available part of campus (such as the Library) in order to provide more effective and robust support for student learning across the campus.

# Recommended Comprehensive Writing Program in Detail

FRESHMAN YEAR: Two required courses (10 credits) for all SPU students.

"WRI 1000:" Academic Writing Seminar (5)

#### **Explanation and Rationale:**

WRI 1000, required early in the freshman year, would provide the curricular backbone for all academic inquiry at SPU for all students. It would be taught by a combination of regular English faculty members (or interested others) and a cohort of regular Instructors/Lecturers with specialized training in writing pedagogy, as is standard at most colleges and universities nation-

wide (see appendix pages 45-47 for examples of such writing faculty staffing at peer and comparable universities). Student enrollment limited to approximately 20, freshman only (or transfers, as needed).

# Course goals and outcomes include:

- Understanding the basic elements of academic inquiry in both reading and writing at the university level -- identifying key ideas, formulating questions, evaluating evidence, and developing claims.
- Understanding writing situations, strategies, and conventions.
- Practice at deploying the elements of college-level composition, including the importance of revision for developing and deepening ideas.
- Summarizing and documenting sources (and avoiding plagiarism).
- o Sentence- and paragraph-level writing conventions.

#### Example textbooks:

Understanding Rhetoric: A Graphic Guide to Writing (Bedford/St. Martin's, 2014) Everything's An Argument (Bedford/St. Martin's, 6<sup>th</sup> ed, 2013) From Inquiry to Academic Writing: A Practical Guide (Bedford/St. Martin's, 2012) Acts of Inquiry (UW custom textbook)

# "WRI 1100:" Inquiry or Research Seminar (5)

## **Explanation and Rationale:**

WRI 1100 is a research seminar course, helping students build on the basics of academic inquiry learned in WRI 1000 by incorporating the elements and standards of college-level research skills and writing (and therefore must follow WRI 1000 in sequence.) This content-rich course is also embedded in disciplinary learning, giving students specific practice in gathering and evaluating research materials along with using them appropriately in effective research writing. The SPU librarians will be asked to partner with faculty members to help develop each course's research curricula and learning outcomes. Student enrollment would be limited to approximately 20, freshman only (or transfers, as needed). See example courses and assignments from Seattle University and Pacific Lutheran University (appendix pages 20-33).

# Course goals and outcomes include:

- Understanding the elements, situations, and conventions of research writing at the university level, deploying them effectively within the course's particular disciplinary framework.
- Finding and evaluating academic sources of all kinds (including textual, database, and field research) – including a required library component.
- Synthesizing research information accurately and effectively and summarizing from sources.
- Writing accurate and effective research papers of extended length.

# Example syllabi and assignments (see appendix pages 22, 24-33):

"Freshman Inquiry Seminar" (PLU)
Seattle University Core Curriculum diagram
Seattle University sample writing assignment
from "Inquiry Seminar in the Natural Sciences"

## **Example textbooks:**

They Say, I Say: The Moves That Matter in Academic Writing (Norton, 2<sup>nd</sup> ed, 2012)

#### **NEW "W"**

A new university-wide outcomes and assessment framework for student writing, clearly articulated across the curriculum, and leading to expected graduation outcomes.

# **AND**

# **NEW PORTFOLIO REQUIREMENT**

Student-generated digital writing portfolio (required for graduation), must contain representative and assessable student writing from each academic year.

#### **Explanation and Rationale:**

The new SPU "W" program will be a well-understood and explicit set of writing requirements and developmentally-appropriate learning outcomes from the freshman through senior years.

This new "W" program will track with the latest pedagogical research by explicitly moving students through a required series of courses and assignments -- from "novice" college writers at the freshman level to proficient graduating seniors capable of successfully deploying "expert insider prose" in their majors (see appendix pages 21 and 23).

In conjunction with these requirements, the e-Portfolio software will provide a holistic, assessable, and student-managed means to store and use all written materials. The portfolio also provides an easily managed digital template for both students and faculty members to track "W" progress through to graduation.

**First year**: 10 credits of required coursework (WRI 1000 and WRI 1100) – which together make up the "W1" requirement.

# **Second or third year**: "W2" requirement(s)

Each department will designate their own set of courses and/or assignments that meet the "W2" threshold in their discipline for second-year (or "early major") mastery, in consultation with the Director of Campus Writing and after an appropriate period of faculty development. To be more specific, some departments may choose to designate certain whole courses as meeting the "W2" requirement and others may opt to spread the requirement out across several designated assignments in two or more courses (which can be managed and tracked through the e-portfolio). The guideline expectation is that these courses and assignments operate at the 2000-3000-level only and could not be taken by students until all "W1" requirements have been met.

In addition, departmental advisors may freely substitute other assignments or coursework to satisfy the W2 designation as needed for transfer students on a case-by-case basis.

All "W2" designations in a department would be approved and subsequently assessed for effectiveness by the Director of Campus Writing

#### **Third or fourth year**: "W3" requirement(s)

Each department will designate their own set of courses and/or assignments that meet the "W3" threshold in their discipline for third- or fourth-year students, in consultation with the Director of Campus Writing and after an appropriate period of faculty development. To be more specific, some departments may choose to designate certain whole courses as meeting the "W3" requirement and others may opt to spread the requirement out across several designated assignments in two or more courses (which can be managed and tracked through the e-portfolio).

All "W3" courses and/or assignments build on the practices of "W1" and "W2" by expecting students to increase in the depth and sophistication of their written ideas and arguments at the "advanced major" level. The guideline expectation is that these courses and assignments operate at the 3000-4000-level only and could not be taken until all "W1" and "W2" requirements have been met. As before, departmental advisors may freely substitute other assignments or coursework to satisfy the W3 designation as needed for transfer students on a case-by-case basis.

All "W3" designations would be approved and subsequently assessed for effectiveness by the Director of Campus Writing.

### Final year (graduation requirement): Senior Essay or Other Written Project

Each department will require a senior essay or other written project in the major as a measure of graduation proficiency. This written work will show that they have achieved successful mastery of both the content of their major as well as the appropriate skill in discipline-specific writing ("expert insider prose"). The senior essay or other written project will be assessed according to a rubric developed by each department in consultation with the Director of Campus Writing. This senior essay/thesis may be also used for departmental honors.

The guideline expectation is that this senior essay/project could not be submitted for graduation until all "W1," "W2," and "W3" requirements have been met.

#### **NEW FULL-TIME DIRECTOR OF CAMPUS WRITING**

#### Explanation and Rationale:

A new, comprehensive SPU writing program will require at least one full-time faculty member to lead faculty development, monitor and propose curriculum, administer the program, and assess student learning, as is standard at most universities. The Campus Writing Director will be a faculty member whose credentials incorporate both scholarly expertise in this field as well as robust practical experience in writing pedagogy and programs. The Campus Writing Director will teach W1000 and W1100 annually and will report directly to the Dean of the College of Arts and Sciences

#### WRITING TUTORIAL "LAB" COURSE

# **Explanation and Rationale:**

In previous years, SPU has resourced, on an *ad hoc* basis, a successful program of linked writing "lab" tutorials (connected to a regular writing course) for those students who need specialized academic support (such as those from underserved populations and/or ESL students). These 2-credit sections paired an experienced writing Instructor/Lecturer working closely with two to

three students on supplementary learning assignments, greatly increasing student learning and academic success. This program should be made a regular part of the new writing curriculum and staffed appropriately and permanently.

#### **NEW WRITING CENTER**

#### Explanation and Rationale:

The current SPU Writing Center is staffed by dedicated part-time peer tutors and staff members who care deeply about student learning. However, the reality is that they have only a fraction of the resources needed to do so regularly and successfully. Specifically, SPU's Writing Center currently has only has five part-time student tutors, no full-time staff members or directors, and is housed in a shared space in the Moyer Hall basement. Contrast that with our sister school, Seattle University, which currently employs 23 peer tutors, a full-time director and assistant director, and has four full-time support staff members in their library-based (and therefore widely accessible) Writing Center.

We recommend that SPU do likewise and vastly increase the resources, professional and student staffing and hours of **the Writing Center**, as well as, if possible, move it to a more central and accessible campus location.

# **Proposed TIMELINE for implementation**

**April 2013** Writing Task Force Recommendations to Assessment and Curriculum Committees

May 2013 Writing Task Force reports findings to Faculty Senate and New Implementation/First-Year Review Task Force convened

Writing Curriculum Implementation/Review Task Force at work
 Winter 2014 Pilot program begins for new departmental "W" requirements
 Possible trial use of e-portfolio and Writer's Help software

**April 2014** Implementation/First Year Review Task Force reports to faculty Faculty governance approval of new curricular program

May 2014	New full-time Director of Campus Writing hired Newly-expanded Writing Center in the planning stages
Fall 2014	Approved curricular changes to Catalog Hiring of new writing Instructors
Winter 2015	Hiring of new writing Instructors, as needed Faculty development program begins

**Spring 2015** Faculty development program continues

Final planning for full implementation of curriculum and full expansion of W and portfolio program

# September 2015

New universal writing curriculum for all SPU students begins

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# **Appendix**

bruce conguon, Dean or the conege of Arts and Sciences

FROM: UPEC

RE: Writing Requirements Program Review

Date: April 18, 2012

### Writing Program Description

The Writing Program at Seattle Pacific University (SPU) is multi-faceted. The program is responsible for:

- 1. Providing an evaluation of entry-level student writing through the English Placement Procedure (EPP),
- Offering students who fall below entry-level writing requirements the ENG 2201: Intermediate College Writing course,
- 3. Helping students with their writing through peer-centered instruction by way of the writing Center,
- 4. Advising faculty on the requirements for the eight credits of "W" courses needed for students to graduate.

#### **Analysis and Appraisal**

The Writing Program's disparate parts elicited a lively discussion within UPEC. While each piece within the program offers unique ways to improve student writing at SPU, we feel that additional data will strengthen our understanding (and the community as a whole) of the efficacy of the writing program. Therefore, we have grouped our analysis, questions, and requests for data around the EPP/ENG 2201, "W" Courses, The Writing Center, and the writing done in USEM, UCOR, UFDN, Capstone, and lower-division courses.

### The EPP and ENG 2201

The adoption of the EPP clearly relieves a burden from English Department faculty, while simultaneously allowing students who need ENG 2201 the advantage of no longer being delayed by two quarters. The ENG 2201 course, however, does not reach all of the students who may benefit from an intermediate college writing course. The selection of the bottom 30-40 percent of EPP scores predicated on number of seats available in ENG 2201 seems to assist only the least capable writers within each first year class (and this fluctuates from year to year by the first year's class size).

While the suggestion of requiring a universal SPU writing course would seem reasonable,

- What data suggests that SPU students would benefit from a required writing class like ENG 2201?
- How are the goals/ objectives of ENG 2201 implemented and what is the accountability process to
  ensure such implementation occurs (and if ENG 2201 was implemented as a universal requirement,
  what impact would that have on the campus-wide writing program (or would it eliminate the need for
  a campus-wide writing program)?

### "W" Courses

The DCW states that the discipline specific "W" courses function as a second-tier system of writing. As one of the most visible aspects of the Writing Program incorporated through the major, the eight credits of "W" courses students are required to take should significantly impact how they write.

- What should be the goals and objectives for a "W" course?
- If these goals and objectives are discipline-based, what guidance would/could be given to faculty teaching these courses?
- Alternatively, should the faculty create a document for the DCW to illustrate what successful
  discipline-based writing should entail, or should the requirements of a "W" course be standardized
  across schools/departments?

- What review has been done of the understanding and efficacy of "W" courses?
- Could syllabi be collected to ascertain the amount of writing (and the process of writing) done in the courses?
- How does the DCW assess the discipline-specific nature of the "W" courses for majors?

#### The Writing Center

Providing peer feedback is an innovative and cost effective way to improve student writing. If the general perception of the Writing Center is indeed of a remedial writing center that stigmatizes the students who use it, how do we rectify that perception?

- What data (from students and/or faculty) illustrate that using the Writing Center is stigmatizing?
- Is the Writing Center serving as a help for remedial writing, i.e., what do we know about who and how many students are using the Center in a given week/month/quarter/academic year?
- Can the Writing Center be incorporated into general education classes in some way to "get the word out" about it, making students more comfortable with the idea of using it?
- Should other changes to the Center (changing hours, location, staffing) be implemented to attract more student use?

# USEM, UCOR, UFDN, Capstone, and Lower-division Courses

Despite some of the obstacles to providing students with a comprehensive writing program, it is promising to see that data from the College Learning Assessment (CLA) show that SPU first year and senior students show an improvement in analytic writing tasks. It is also encouraging to see that data from the National Survey of Student Engagement (NSSE) indicates that SPU contributes to students' improved writing. The DCW, however, states that the writing requirements in USEM, UCOR, and lower-division courses have been jettisoned.

- What evidence is used to measure the amount of attention paid to writing in lower division courses, as well as USEM, UCOR, UFDN, and Capstone courses?
- What data can be used to measure this (e.g., CAS' 2011 data collection of how many pages are written in all CAS courses for Winter Quarter 2011)?

Writing requirements for USEM, UCOR, UFDN, and Capstones may be the best chances of a cohesive writing program reaching SPU students, short of a universal freshman composition class.

- What faculty development strategies are being taken to assist faculty in developing appropriate writing projects for these courses?
- One way to gauge student writing improvement (or lack thereof) might be to institute a reflective essay or other writing assignment to be required in USEM (freshman year) and Capstone (senior year) for comparative purposes. Could something like this be implemented?

#### Commendations

We commend the DCW for his work keeping the disparate pieces of the writing program functioning, offering workshops to faculty on how to effectively institute writing into their curricula, and his work on the writing of the program review document. Oftentimes the work of faculty serving in positions such as the DCW seems thankless, with the juggling of student, faculty, and program requirements. We want to thank Tom for his patience as we've reviewed the program and his willingness to provide UPEC with additional documentation.

#### Recommendations

As we move forward with our efforts to improve student writing at SPU, we would like to create a task force to envision how SPU's current writing program may become a more comprehensive program. The task force will consist of a core of faculty including the DCW, the chair of the English department, and representatives from

the Curriculum and Assessment Committees, as well as representatives or consultants from schools and/or departments as determined by the core faculty. The task force will be constituted in the spring of 2012, to be convened in the 2012-2013 academic year. The task force will be asked to envision and subsequently develop a comprehensive writing program at SPU that includes clearly articulated goals and assessment strategies. A report will be due to the Assessment Committee by May 1, 2013.

Questions to be addressed by the task force should include those recounted in the analysis section of this review (i.e., each set of questions regarding the EPP/ENG 2201, "W" Courses, Writing Center, and USEM, UCOR, UFDN, and lower-division courses at SPU). The task force will create specific strategies to be employed for implementation and assessment of a comprehensive writing program at SPU. Additional questions the task force should deliberate include:

- Should a comprehensive writing program be situated in the English Department or should it be separate from the English Department, with all authority remaining with a Director of Campus Writing?
- What will the accountability structure for the English Department and/or Director of Campus Writing be for regular review of the writing program, as well as for review of the direction/leadership of the program (e.g., should there be a standing committee for writing program accountability with representatives from a variety of schools/ departments)?
- In order to be effective, what funding would be necessary to ensure a comprehensive implementation of programs?
- What partnerships should be pursued to make a strong, comprehensive writing program?

Along with envisioning and developing a comprehensive writing program at SPU, the question of how to promote a culture of writing at SPU is important, as it speaks to the foundational values of a comprehensive writing program. The task force should also discuss strategies for promoting a culture of writing at SPU, for example:

- How do we promote a culture of writing instruction at SPU?
- Is a culture of writing specific to writing for the disciplines?
- Is a culture of writing more generally "good" writing (and can that be defined apart from specific disciplines)?
- How can we fit writing into departments or programs where it might not intuitively fit (i.e. graphic design, music), or should we try to fit writing into these disciplines?

# **Evaluation of Writing Requirements & Related Areas**

# submitted to UPEC by Tom Amorose, Professor of English & Director of Campus Writing Fall Quarter, 2011

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Reason for its implementation in 2009

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Purpose/Objectives for Requirement Quality of Writing Instruction Assessment of Success Levels Number of "W" Courses in Each Discipline

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Appendix

# 1.SPU English Proficiency Requirement

<u>Purpose/Objectives.</u> An entry-level requirement to determine if entering students (traditional freshmen and transfer students without a previous college-composition course) are "college-ready" for the writing tasks they will encounter at SPU. The objective is to separate those who absolutely need more work to get ready for college writing from those who can "get by," learning these skills on their own, and from those who already possess ample skill. Assumes a scarcity model for writing instruction: funding has not been available historically to support a universal entering-student composition requirement. "Triage" is therefore the basis for the requirement.

English Placement Procedure (EPP). For freshmen: each September, the Director of Campus Writing (DCW) in coordination with Student Academic Services (SAS) run calculations based on incoming students' high-school and college-admission grades/scores to predict students' college-level writing skills. A score from 2 to 6, with decimal gradations, is assigned to each student based on this calculation. Freshmen are then ranked from lowest to highest. The DCW determines where the cutoff will fall between students required to take ENG 2201 and those exempt from the course. The number adjusts according to the number of seats available in ENG 2201 for the coming academic year—typically around 240, or 30%-40% of the freshman class depending on number of enrollees in any given year.

What is technically a graduation requirement is, <u>de</u> facto, an entry-level requirement geared to getting the weakest students ready for college writing tasks.

Reason for EPP Implementation in 2009. The EPP replaced the English Placement Test because the EPT a) seemed too little information (a single "snapshot") about student writing skills to make a fair assessment; b) delayed by two quarters freshmen's opportunity to take a writing course, if required to do so; c) placed an unfair burden on English Department members, who read the EPT's, without remuneration, in a single, exhausting day at the end of fall quarter.

Efficacy of Procedure. Statistical analysis has shown the EPP to be as reliable a predictor of college readiness in writing as the EPT was. Fewer students contest their scores because of the timing of communicating scores and method for arriving at them. The greatest benefit has been getting students into needed writing coursework earlier in their college careers.

<u>ENG 2201</u>. Intermediate College Writing is a three-credit writing course that improves upon elementary college-writing skills through readings, discussion, and the assignment of writing tasks typically found in college coursework. It is the traditional "fyc" (first-year composition) course, placed on the sophomore level only so that students required to take it don't lose credit for any previous college-level writing coursework they may have

taken in a high-school Running Start program or at a community college before transferring to SPU.

<u>Goals/Objectives</u>. Goals include providing students with college-writing readiness and review of typical writing errors of college students. The argumentative essay is the dominant college-writing genre taught. Objectives include getting students to understand writing as a series of tasks in a recursive process and to develop flexible strategies for generating, revising, and editing their own and others' texts; and to develop knowledge of conventions ranging from structure and paragraphing to tone and mechanics, all related to college-level writing.

<u>Training of Instructors</u>. All instructors hired have undergone a graduate-level course in writing pedagogy in a graduate English program or similar course in an undergraduate education program. All instructors receive a copy of an instructor's guide to English 2201, which lists the history, goals, objectives of the course, a profile of students taking the course, and a list of further resources. Adjunct instructors also meet with the Director of Campus Writing upon hire to guarantee consistency of course methodology and goals. Over the course of an academic year, instructors of the course meet together, along with the Director of Campus Writing, for a check-in and best-practices session or sessions.

"Quality Control." The training listed above goes a long way to guaranteeing consistency in quality across sections of this course. In addition, each instructor's course evaluations are reviewed by the chair of the English Department at the end of each quarter, and, in the case of adjunct instructors, re-hiring is based on these evaluations. As with any course taught primarily by adjuncts, investment in the individual students and tie-in with the mission of the university is always an issue.

Section Numbers Relative to Need. All entering SPU freshmen would benefit from taking ENG 2201. Some may pick up its lessons in other coursework; most won't. Over the last fifteen years, it's become evident the university needs or chooses to place its resources elsewhere than into a universal freshman writing requirement. As mentioned above, the only rational response in this fiscal environment is triage: offer the limited number of funded ENG 2201 sections to the most needy.

ENG 2201 is really triage, providing a scarce resource, writing instruction, to the least capable writers within the freshman class.

# 2."W" Requirement

<u>Purposes/Objectives for Requirement</u>. Discipline-specific, writing-intensive courses at the 3000- and 4000-level that offer a substantial component of writing designed to reinforce students' earlier college work in writing—a second-tier writing requirement. At the same time, they provide instruction in the type of writing (insider expert prose) appropriate to a particular discipline, ideally the student's major. Most important of

all, the courses strive to demonstrate to students how to "think disciplinarily" using typical disciplinary writing tasks to do so. Eight credits of "W" are required of students entering SPU as freshmen, five as sophomores, and three as upper-classmen.

Quality of Writing Instruction. Results from a Fall, 2009 survey of "W"-course instructors showed that 89% of instructors feel "prepared and competent" to teach writing in their "W" course. Forty-two percent of them volunteered to teach the "W" course. And the three most common writing assignments in "W" courses are the research paper (appearing in 60% of courses), the essay (49%), and the reflection (42%). These results indicate a reasonably healthy willingness to teach "W" courses, high levels of self-confidence in teaching disciplinary-specific writing, and sound coverage of three writing tasks considered mainstream and broadly applicable to college writing in general.

"W" instructors feel they're doing a competent job teaching disciplinary writing in their "W" courses.

Most encouraging of all, over 95% of instructors allow or require that students revise their writing, one of the most powerful strategies for improving student's writing processes.

At the same time, survey respondents, when asked what prevents them from teaching writing more or better, complain that they lack the time to teach both content and writing in their "W" courses. This result indicates some confusion on their part about the intent of the "W" requirement, which is both to teach writing using content and to teach content using writing. The separation of the two in instructors' minds may suggest instructors see the writing component as an overlay to the course. If students note this separation, instructors are doing them a disservice by reducing writing, in their minds, to a mere requirement, or only the "getting of thoughts down on paper." Both prevent the course from encouraging the use of writing as a powerful tool for learning course content, and thus compromise the last of the requirement's objectives stated above.

On a perhaps even less encouraging note, only 39% of "W" instructors felt students enter their "W" courses prepared to do the writing they'll find assigned there. Nearly one-quarter of instructors had no feelings either way on this topic. Viewing these two findings together (and trying to stay positive), one can say that "W" courses are critical locales for writing instruction at SPU, moving students forward significantly, at least in the eyes of their instructors. Fuller survey results can be found in the Appendix.

Number of "W" Courses in Each Discipline. Over the last fifteen years, the Director of Campus Writing has worked hard to increase the number of "W" courses offered and, more importantly, to urge departments to "hard-wire" these courses into their majors—that is, designate as "W" at least eight credits of universally required (core)

courses in every major. This strategy aspires to guarantee that every SPU student, simply by virtue of having completed a major, will have taken the required number of "W" credits to graduate, eliminating the widespread "W"-shopping students had been engaging in since the "W" requirement was installed some years prior to the DCW's arrival on campus.

Persistence (and patience) have paid off in some ways. The number of "W" courses has increased, though no exact data exist on the number of "W" courses offered prior to 1996. (A full list of "W" courses offered from fall of 2009 through spring of 2012 is included in the appendix.) In CAS, the "W" offerings have notably increased. An analysis of CAS majors indicates that *most* departments have in fact hard-wired at least three credits' worth of "W" courses into their majors, *many* a full eight or more credits' worth so that students needn't look elsewhere than the major to satisfy their "W" requirement. And *all* CAS departments have "W" courses that students may take as major electives.

In the schools outside CAS, a different picture emerges. In SBE and SHS, uniformity in "W" experience is guaranteed: SBE requires that all students complete the core courses BUS 3541 and BUS 4690, both "W" courses worth 10 credits total, and SHS requires that all nursing students complete NUR 3948 and NUR 3954, both "W" course and worth 11 credits total. In contrast, SOE relies for the most part on the students' major outside its school to provide "W" courses for its students, which sometimes leaves ed students scrambling for "W" credit toward graduation, given the tight scheduling education students must observe.

# 3. Writing Support for Students: Writing Center/Center for Learning

Goals & Expectations. The Writing Center's objective is to offer, as a free service to all SPU students, peer feedback on their writing. Its primary goal is to make writers better, not single pieces of writing better. The focus of the WC is therefore the student writer, using the text she brings with her as the occasion for a discussion that will improve her writing ability. Of course, the writing will improve as the writer improves. Another, equally important expectation is that the student tutors also gain from the experience, both in writing improvement through meta-cognition and in compassion through serving others.

The Writing Center is not, on the one hand, an editing or proofreading service, nor, on the other, a professional consultancy staffed by professional researchers or teachers of writing. Instead, it's a student centered, peer-to-peer space staffed typically by four undergraduate tutors and one masters-candidate ESL tutor who offer responses to student drafts, with suggestions for improvement. Funding is largely through work-study. The atmosphere is deliberately informal and welcoming, and the Center's connection with the larger Center for Learning, where it is housed, allows for seamless integration with larger university efforts to provide academic support services.

Students wanting to use the Writing Center may call the CfL to arrange an appointment, stop by to sign up for one, or simply drop by to see if a tutor is available. The WC is typically open from 11-5, Monday through Thursday, from Weeks 2 through 10 of each quarter. Students may also make appointments with tutors outside these times depending on tutors' willingness and availability.

Tutors visit classes to give writing advice and are sometimes assigned a student or group of students to work with repeatedly, or on a particular class project, via the Director of Campus Writing.

Writing Center Usage Statistics. The Appendix contains raw usage numbers for the previous three academic years. The WC could expand these numbers if it could overcome three critical obstacles: first, the perception by both faculty and students that the Center is designed for and useful to remedial and ESL students only; second, given this perception, the fear of stigma students feel if they use the Center; and, finally, the writing habits of typical SPU students, which lead them to write papers and reports in one, last-minute session just before a due date, leaving no time for a visit to the Center with a draft for feedback and revision.

The Writing Center faces stigma: it is wrongly perceived as useful only for remedial and ESL students.

Staff Training. Newly selected tutors meet in a preliminary meeting with the Director of Campus Writing, where he explains the above goals and expectations and provides tutors with a tutor's guide and several professional resources (e.g., published guides and online resources). The senior tutor (with three years of experience in the WC) then serves as mentor with the rookie tutor or tutors, meeting periodically with the rookies one-on-one. On-the-job training occurs weekly during the academic year, when the Director of Campus Writing meets with the entire tutoring staff to offer tips on tutoring sessions, to discuss presenting issues and clients, to plan marketing strategies, and to introduce level-appropriate elements of writing research relevant to tutoring. Meetings are also used to nurture the tutors themselves—to discuss their own writing assignments, plans for future careers related to their tutoring, and Christian fellowship around issues of literacy and service. Informal exit interviews are conducted when tutors graduate. The Director of Campus Writing regularly reports, as he can, on former tutors, to give current tutors a sense of continuity in the work of the Writing Center.

# 4. Director of Campus Writing

Roles and Responsibilities. The appendix contains a summary of the Director's full duties. It's important to emphasize here that the DCW possesses almost no power and little authority, directing neither program nor department nor faculty nor staff. Instead, his stock-in-trade is persuasion and encouragement, promoting writing instruction, and instructional improvement, through offering instructor workshops, consulting with individual instructors, proposing and shaping curriculum and curricular requirements related to student writing, and shamelessly plugging writing instruction at any opportunity, formal or informal.

Given perennial budget restraints and the various new, resource-intensive initiatives undertaken over the last decades at SPU, resources for writing instruction initiatives have proven generally unavailable. In this environment, the DCW's job has evolved into one of looking for and taking advantage of openings to consult as curricular decisions are made on the divisional or even grass-roots level. For example, the DCW consulted when SBE created new entry writing requirements to its majors and a universal writing requirement and scoring rubric for all its courses. Similarly, the DCW consulted when SOE established its own writing requirements and remedial writing program in 2010-11. Through the semi-annual faculty workshops on teaching writing he has offered for over five years, the DCW has promoted not just improved writing instruction but a unified approach to commenting on students' writing, a unified language to use in commenting, and a standard for grading student work. (Over one-hundred faculty members have gone through this workshop.) The DCW anticipates a similar set of roles in the build-out of the new Exploratory Curriculum.

All of these efforts seem less "official" and more impromptu, but they seem to have proven the most effective way to improve the quality of student writing on SPU's campus, given restraints on the growth of formal programs and instruction. When the path is blocked, success lies in the work-around.

<u>Evaluation Process</u>. The DCW is evaluated through the standard annual and post-tenure review process. His role and duties have been further evaluated by the CAS dean, most recently in the summer of 2010.

# 5. Findings from General Data on Student Improvement in Writing

Relatively scant as they may be, self-reported and performance data related to SPU students' writing achievement does exist, and it seems to offer significant findings, briefly noted here.

<u>Data from the College Learning Assessment (CLA)</u> administered to a sample of SPU freshmen and seniors in 2004 and using an ACT-gauged metric, show an improvement in analytic-writing tasks amounting to 3.6 points (from 26.1 to 29.7 out of a perfect 36) from freshman to senior year.

A Winter, 2011 audit of writing in all SPU undergraduate courses revealed that an average of 22 pages of writing were assigned per course. The range showed values from 0 to an unimaginable 110 pages.

<u>Data from the National Surveys of Student Engagement (NSSE)</u> from 2007 and from 2010 indicate that SPU contributed moderately to students improving their "writing clearly and effectively." On a 1-to-4 scale ranging from "very little" contribution to "very much," freshmen responded with an average of 2.87 (a high "some" contribution), and seniors reported 3.18 (a low "quite a bit" of contribution) in 2007. In 2010, those scores rose modestly to 2.94 for frosh and 3.31 for seniors.

SPU's freshmen NSSE scores are lower than those of freshmen in any of the study's comparison groups (CCC&U institutions, Carnegie peers, and all NSSE-participating schools). However, the senior score is as high or higher than those for seniors in these same comparison groups. Rough conclusion: in students' eyes at least, we do worse helping freshmen learn to write than other institutions do, but we do as well or better than other schools at helping seniors.

According to these same reports, SPU assigns more papers of one to nineteen pages to both freshmen and seniors than do our comparison schools. In assigning longer papers, SPU is roughly comparable to these institutions. Ditto for assigning research papers. Our one significant change in these categories from '07 to '10 is slippage in research projects assigned freshmen—from a low score in the 5-10-page range to a high score in the 1-4-page range. The short shrift given freshmen in the previous data set shows up in this one also, albeit in different form.

The Faculty Survey of Student Engagement (FSSE) from 2007 offers a troubling picture of SPU writing instruction. When asked to what extent faculty participants structure one typical course of theirs to help students learn to write clearly and effectively, 44% to 50% of instructors replied only "some" or even "very little." Lower-division courses fell on the dismally high end of that range; if this survey's sample is representative, half of the instructors faced by freshmen and sophomores care at most "some" whether or not their courses develop students' writing ability—a pedagogical shrug of the shoulders.

Recently received results from the 2010 survey show these percentages staying abysmally low, with one exception—where they have sunk even lower: the number of instructors who structure their lower-division courses "very little" toward promoting students' writing clearly and effectively increased from a disheartening 10% to an alarming 15%.

These same FSSE reports offer even more troubling news. Requiring students to prepare multiple drafts of assigned writing is considered the most powerful strategy for improving their writing. However, when 2007 instructors were asked if they thought this strategy important, over a quarter (26%) said it was flat-out "not important"; the percentage of 2010 respondents saying so rose to an alarming 40% Only 26% in 2007 and 24% in 2010 said the draft-revise strategy was "very important." Once again, lower-division courses fared

Surveys of students and faculty show that, when it comes to teaching writing, SPU pays more attention to advanced students than it does to freshmen or sophomores.

And freshmen say they know it.

SPU does more poorly by its frosh than comparison schools do. the worst: a full third of LD instructors felt multiple-drafting was "not important" at all in 2007, rising to a staggering 45% in 2010. Alarming numbers and an alarming trend.

These findings point to some puzzling disparities. On the one hand, seniors succeeded modestly on the CLA and gave modestly decent ratings to their SPU writing education on the NSSE survey. On the other, disappointing numbers related to faculty effort and attitudes toward writing instruction appear everywhere except in "W" courses. Why the disparity? Does the SPU faculty believe that students will develop writing ability simply by writing a typical number of pages during college? That they catch up in writing development when they arrive at the upper division? That they're getting help elsewhere than in most of their courses—from each other or from a few instructors who do care about their writing? And why would anyone say that drafting and revising is more important with advanced students than with neophytes finding their way in academe? Is "the major" an enemy of general education when it comes to writing?

#### 6.ESL Students at SPU

Undergraduates who are Non-Native Speakers of English (ESL) students) are a growing group in raw numbers and as a percentage of the undergrad student body. (See Appendix for figures.) Though a small minority (7% in Fall 2011), NNSE are a source of discomfort and anxiety to instructors, if anecdotal evidence is any indication. SPU has yet to develop any acknowledgment that the admission of these students, whose presence in our midst is extremely valuable on many grounds and mission-worthy to boot, means struggles for faculty and students alike. Nor have we acknowledged what the research on NNSE students tells us: no matter how intensive the instruction, no matter how thorough the intervention, few if any of these students will achieve native fluency in writing by graduation. The question then remains, is SPU willing to accept the cost/benefit ratio of having ESL students in its midst? Ought we, at the very least, acknowledge to ourselves and to students the limitations of what can be done to help this population develop toward native writing ability and embrace ESL students' noble efforts as just that, efforts rather than complete successes? Such acknowledgement would be healthy, realistic, and more grown-up than the complaints heard regularly about these hardworking students.

SPU has never fully confronted the implications of admitting undergraduate ESL students who will not reach native writing skill before graduating.

# 7. Additional, Anecdotal Findings

Although no data exist to support the following, the Director of Campus Writing has observed over fifteen years these findings:

Various faculty members and academic staff communicate to students that the Writing Proficiency Requirement is largely a hurdle to be overcome.

Many SPU faculty and staff regard ENG 2201 as a remedial course, rather than the typical college-writing course it actually is—akin to the same course on the majority of American college campuses. This attitude is then communicated in various ways to students, contributing to a campus culture hostile to the idea of learning to write well as part of a liberal arts education.

Of the major divisions of the university, CAS lags behind SOE, SHS, and SBE in being intentional about writing instruction. Perhaps CAS need not be as deliberate because writing instruction is endemic to many of its disciplines' coursework, and "W" courses are more numerous.

Much of the work to improve student writing is happening at SPU's grass roots, rather than at the university-wide, policy-oriented level. From faculty workshops to student tutorials to threshold requirement in SOE to program-wide writing requirements in SBE—writing pedagogy and writing assessment are alive and kicking at the local level.

Meaningful work to improve student writing is happening at the grass-roots, not the institutional level, at SPU.

Good intentions outstrip training and skill among many of those SPU faculty members truly desiring to help students improve their writing. The spirit is willing, but the self-reflective practice is weak.

#### 8. Conclusion & Recommendations

Best practices in the assessment of college writing focus not on the demonstration of achievement—by either students or instructors—but on the discovery of what can be done to improve the teaching and acquisition of writing ability. Nor should the assessment of writing assume that composing is merely a skill of transcription—"getting ideas down on paper." Meaningful writing assessment should acknowledge the vast number of variables involved in writing: the complex writing process considered longitudinally; the series of intellectual strategies a writer must discover or invent to address the topic or problem at hand; the making of meaning every writing act requires; the social and contextual pressures bearing on that act; the genre requirements of any resulting text. Given these variables, determining the success of a student writer is complex enough; to determine the success of programs and pedagogies aimed at helping students succeed multiplies the complexity in mind-boggling ways. What part of student writing performance is to be measured? How is it to be measured? Who gets to measure it? It takes a whole university to teach students to write and probably a whole university to assess every student's writing ability.

With these observations in mind, it's clear that a mere set of two requirements, supported by a small Writing Center and a single, over-extended Director of Campus Writing cannot alone guarantee students' acquisition of writing ability. Beefing up those requirements and extending writing instruction further across the curriculum would go a long way to creating a culture of writing at SPU, a culture common on the campuses of our aspire-to institutions but not so much on our own. Here's a beginning list of recommendations toward that end:

<u>Universal Freshman Writing Requirement</u>. All entering freshmen should be required to enroll in ENG 2201. The best way to make this possible: hire a small cadre of contract instructors, on repeatable three-year contracts, to teach the course.

Re-instatement of Writing Component in USEM 1000, UCOR 1000, and Capstone courses). The original design of these courses featured a writing requirement in each of these courses. This design was approved by the faculty, but the writing components have been discarded.

More attention paid to writing in lower-division courses. As in many other areas, SPU's instructional environment is upside down, with the least needy (juniors and seniors) receiving the most attention, while freshmen's and sophomores' skill development is hit-and-miss, on-the-fly, and you're-lucky-if-you-get it. USEM 1000 alone cannot prepare students for college work or, once prepared, move them forward, especially now that its writing component has been ignored. Lower-division instructors (including adjuncts) should be encouraged by their chairs to attend the workshops in teaching writing offered twice-yearly by the Director of Campus Writing. So should all new faculty members, many of whom are responsible for lower-division courses.

Required goals/objectives for "W" courses. To its list of required items that department reports must contain, UPEC should add specific, department-based goals for "W" courses. These should address the types of writing required and the means of teaching it to students. They should detail how "W" courses will work to teach students the relevant discipline's expert insider prose.

Required "W" courses as part of each major's core. Every major should have its core courses bear "W" credit, so that students needn't go "shopping" for "W" credit where they can find it, defeating the purpose of this writing-in-the disciplines requirement.

Meaningful writing components in the new Exploratory Curriculum. These should be stipulated during the preparation year, and workshops for instructors should be offered to help prepare them for teaching courses in this new curriculum.

Promotion of a culture of writing instruction at SPU. UPEC and the Center for Faculty Scholarship and Development should join the Director of Campus Writing in promoting to the faculty the belief that it is every instructor's job to teach writing in one fashion or another. Rather than saying that students can't write anymore. (the first recorded instance of an American educator uttering this sentiment is 1874, he was Charles Eliot Norton, and he was president of Harvard), faculty members should accept that it does indeed take a village, or a university, to teach students to write. No single entity (including the English Department) can teach the breadth and depth of writing tasks students will face in their majors and in their future work lives.

# **Appendix**

History of SPU's Writing Proficiency Requirement
Survey Results from Fall, 2009 "W" Instructor Survey
List of "W" Courses by Department
Writing Center Usage Statistics
Summary of Roles & Responsibilities of Director of Campus Writing
Winter, 2011 Audit of Writing in All SPU Undergraduate Courses
NSSE 2007 Findings Related to Student Writing
NSSE 2010 Findings Related to Student Writing
FSSE 2007 Data Related to Writing Activities at SPU
FSSE 2010 Data Related to Writing Activities at SPU
Enrolled Undergraduates Whose First Language Is Not English

# Overview of a sample range of other colleges' and universities' freshman writing requirements

# **Seattle University**

Required for graduation as part of its brand-new core curriculum:

A two-course sequence, required in the freshman year to go with an integrated four-year program

- "Academic Writing Seminar"
- "Inquiry Seminar" (disciplinary learning + research writing)

# **Pacific Lutheran University**

Required for graduation as part of its core/general education curriculum:

A two-course sequence, required in the freshman year

- "Writing Seminar"
- "Inquiry Seminar"

(disciplinary learning + research writing)

# **Wheaton College**

Required for graduation as part of its "liberal arts competencies," completed by the end of the sophomore year:

- "Composition and Research" course
- At least two or more writing inquiry-based courses (in philosophy, history, theology, sociology, diversity, etc.)

# **North Seattle Community College**

Required for all degree, certificate, and four-year-college transfer programs

- English 101: Composition
- English 102: Research Writing

# University of California, Davis

Required for graduation as part of its core/general education curriculum:

# A four-course sequence -

two courses required in the freshman year

- "College Writing and Critical Thinking"
- · "Research Writing"

and a two-course requirement in

"Writing Experience"

drawing from a large list of discipline-specific courses emphasizing written, visual, and oral literacies

# Overview of national writing standards and practices

(Key disciplinary organizations include MLA (Modern Language Association), CCCC (Conference on College Composition and Communication), NCTE (National Council of Teachers of English), AWP (Association of Writing Programs).

- 1) The **UW's expository writing outcomes document** (included here) is an excellent example/synopsis of current standards and practices across the higher ed landscape, based on the recommendations of key disciplinary organizations listed above. (Side note: the UW's Director of Expository Writing, Anis Bawarshi, a national leader in this field, has offered his help and expertise to this SPU writing task force, as needed.)
  - a. Key elements include:
    - i. Writing instruction is the foundation for teaching successful collegelevel academic inquiry across all disciplines.
    - ii. This instruction must work in context-specific ways.
    - iii. The necessary foregrounding of the elements of argument (claims, grounds, warrants) to this learning.
- 2) Current higher ed writing pedagogies take seriously recent insights from the cognitive sciences, such as the problems with "transfer of learning" assumptions across disciplines, as well as the curricular implications of related fields such as "complex adaptive system" theory.
- 3) Current higher ed writing pedagogy -- across a broad and near-universal range of research, liberal arts, comprehensive, and community colleges -- **assume a roughly one-year curricular process**, during the freshman year, to create the basic ability in a broad range of college students to think and write successfully in an academic context.
- 4) Current higher ed writing pedagogy takes writing as assessment tool very seriously both to assess writing itself as well as to more broadly assess critical thinking and disciplinary learning across majors and throughout an undergraduate program. Forms of assessment vary but frequently include student writing portfolios (several software programs exist to manage these in digital form) and senior research/capstone theses. Writing and assessment programs are expected to be overseen by a Director of Campus Writing with the responsibility to lead, assess, and monitor all programs and outcomes.
- 5) Current higher ed writing pedagogy assumes the existence of a range of **campus** and curricular support systems for students requiring additional help, whether they be English language learners, students with disabilities, or any other student needing support. Examples include the existence of campus-wide writing centers, a range of professional and/or peer writing tutors, the existence of "lab" or "tutorial" linked courses for ELL students, etc.

# OUTCOMES FOR EXPOSITORY WRITING PROGRAM COURSES

University of Washington

# 1. To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of
  inquiry, content, structure, appeals, tone, sentences, and word choice) address and are
  strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

# 2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a "conversation" between texts and ideas is created in support of the writer's goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

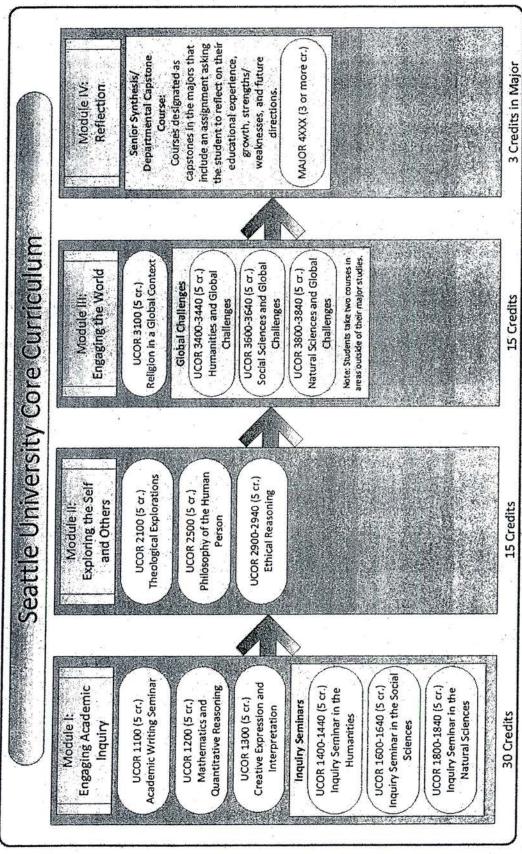
# 3. To produce complex, analytic, persuasive arguments that matter in academic contexts.

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- The argument utilizes a clear organizational strategy and effective transitions that develop its line
  of inquiry.

### 4. To develop flexible strategies for revising, editing, and proofreading writing.

- · The writing demonstrates substantial and successful revision.
- The writing responds to substantive issues raised by the instructor and peers.
- Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.

# Diagram of Seattle University's New Core Curriculum



Senior Capstone in Major Field (requires a reflection paper helping students integrate Core and major experiences in light of university mission statement)

WID Project for Seniors: "Expert Insider Prose" within Major

### MacDonald's Stages of Development: Novice to Expert

Stage 1 [what students bring from high school]: Nonacademic or pseudo-academic writing

Stage 2 [goal of first-year composition]: Generalized academic writing concerned with stating claims, offering evidence, respecting others' opinions, and learning how to write with authority.

Stage 3 [early courses in major]: Novice approximations of particular disciplinary ways of making knowledge.

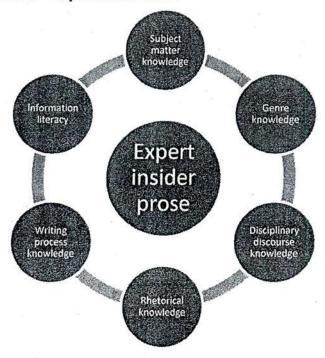
Stage 4 [advanced courses in major]: Expert, insider prose within a discipline [defined appropriately for undergraduates]

Adapted from Susan Peck MacDonald, Professional Writing in the Humanities and Social Sciences. Carbondale, Southern Illinois UP, 1994 (p. 187)

### Possible Forms of Expert, Insider Prose (to be determined by disciplinary faculty)

- Academic or scholarly writing in the discipline (for example, a senior paper suitable for presentation at an Undergraduate Research Conference)
- Professional workplace writing (proposals, reports, memos, technical papers, or other disciplinary kinds of professional writing)
- Civic or public argument on local or national issues related to the discipline
- Other kinds of writing or communication projects specific to a major or discipline (posters, creative projects, Web sites, multi-media presentations, PowerPoint presentations)

### Knowledge/Skills Needed for "Expert Insider Prose"



This diagram is adapted from Anne Beaufort in College Writing and Beyond: A New Framework for University Writing Instruction. Logan UT: Utah State University Press, 2007, p. 19.

## Another Sample Assignment from "The Science of Climate Change"

Pilot Freshman Inquiry Seminar in the Natural Sciences Charity Lovitt, Chemistry

Your task: Write an informative paper of 2-3 pages aimed at helping a science interpreter at the Pacific Northwest Science Center respond to a frequently encountered misconception about global warming. Your paper should identify the misconception, show its origin and prevalence among climate skeptics, use peer reviewed data to disprove the misconception, and propose a way that the scientific community could disseminate this corrected message to the general public. Throughout, adapt your information to the audience so that it portrays the science correctly without oversimplifying it or using complex wordage. Explain also the level of certainty/uncertainty in the data. Where appropriate, create an effective drawing or graph to help support your message.

Annotated Bibliography: Each group will be given a list of four misconceptions. Each member of the group needs to create an annotated bibliography on one of the misconceptions. Your objective is to identify at least one source for each of the misconceptions (newspaper, TV show, government document, senate hearing, internet meme, journal article, etc) and then determine the scholarly literature on the topic. When possible, identify the earliest source of the misconception and if you can, explain why it was made (incorrect interpretation of data, blatant misstating of data, something that was later disproved due to better instruments). You need to find peer-reviewed articles with data that disprove the misconception. In your annotated bibliography, you will need to find at least 3 peer reviewed articles about your topic and at least one non-scientific article that states your misconception (government documents, tv news show, newspaper, etc) In the annotated bibliography, you need to list the reference in APA format (including the title) and provide a brief 3-4 sentence summary/description of the main points of the article. See the example annotated bibliography on the website for instructions on how this bibliography will be graded.

### **Examples of Climate Change Misconceptions**

- The uncertainty in climate models is so great that we can't predict the future.
- · Animals and plants can adapt to global warming.
- · Global warming will trigger another ice age
- Climategate emails suggest that scientists have 'tricks' to 'hide the decline' in globaltemperatures
- Artic ice melt is a natural cycle. The amount of ice on the poles is always changing so wecan't use ice melt
  as an accurate measure.
- Water vapor is the most concentrated greenhouse gas. Since we can't change the amount ofwater vapor, we can't stop global warming
- Human contribution to CO2 is tiny; thus we can't be the cause of increased CO2 levels.
- CO2 is a natural molecule so the EPA can't classify it as a pollutant.
- · Scientists can't predict weather, so how can we trust them to predict the climate
- As the temperature rises, the amount of water vapor will increase, which means that there will be more cloud cover. Clouds provide negative feedback which will counteract all of the warming caused by increased CO2
- The ocean can absorb all of the CO2
- Volcanoes emit more CO2 than humans.
- Neptune is warming too so the increase in heat must be due to increased solar radiation.
- As the earth warms, spring and summer will occur earlier and more often. Since plants absorb CO2 from
  the atmosphere, the increase in summer days will increase plant growth, which will help pull more CO2
  from the atmosphere.
- Cow farts contribute more to global warming than car emissions
- We haven't seen evidence of catastrophic warming so we have plenty of time to prevent environmental collapse from increased temperature.
- Venus is a hot planet with CO2 in its atmosphere. However, it never underwent a runaway greenhouse effect.
- Temperature patterns are linked ONLY to solar radiation.
- In the historical record, CO2 follows temperature so it can not be possible that CO2 causesincreased temperature.

## Findings from the WPA/NSSE Research Project on Writing and Deep Learning

"Data came from three clusters of questions in which students were asked how many of their writing assignments encouraged interactive writing activities (peer response, teacher response, visits to a writing center, etc.), specified 'meaning-constructing writing,' (synthesizing information, writing to a specific audience), and included clear explanations of the instructor's expectations. . . [R]esults show that more work in these areas [is] associated with more engagement in deep learning activities and greater self-reported gains in practical competence, personal and social development, and general education. In all but one example, the amount of pages students wrote was less important for deep learning and gains than interactive writing, meaning-making, and clear expectations."

Anderson, P., Anson, C., Gonyea, B. & Paine, C. (2009). Using results from the Consortium for the Study of Writing in College. Webinar handout. *National Survey of Student Engagement*. Retrieved April 26, 2010, from http://nsse.iub.edu/webinars/archives.cfm?showyear=2009&grouping=

## Best Practices for Writing Assignments (Writing Scales that Correlated with Deep Learning)

Encourage	For how many writing assignments have you:
Interactive	Brainstormed to develop your ideas before you started drafting your assignment
Writing Activities	Talked with your instructor to develop your ideas before you started drafting your assignment
	<ul> <li>Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment</li> </ul>
	<ul> <li>Received feedback from your instructor about a draft before turning in your final assignment</li> </ul>
	<ul> <li>Received feedback from a classmate, friend, or family member about a draft before turning in your final assignments</li> </ul>
	<ul> <li>Visiting a campus-based writing or tutoring center to get help with your writing assignment before turning it in.</li> </ul>
Assign	For how many of your writing assignments did you:
Meaning- Constructing	<ul> <li>Summarize something you read, such as articles, books, or online publications</li> <li>Analyze or evaluate something you read, researched, or observed</li> </ul>
Writing Tasks	Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.
	Argue a position using evidence and reasoning
	<ul> <li>Write in a style and format of a specific field (engineering, history, psychology, etc.)</li> <li>Explain in writing the meaning of numerical or statistical data</li> </ul>
	<ul> <li>Include drawing, tables, photos, screen shots, or other visual content into your written assignment</li> </ul>
	<ul> <li>Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.</li> </ul>
Explain	In how many of your writing assignments has your instructor:
Writing	<ul> <li>Provided clear instructions describing what he or she wanted you TO DO</li> </ul>
Expectations	Explained in advance what he or she wanted you TO LEARN
Clearly	Explained in advance the criteria he or she would use to grade your assignment

## SCAN 190 First Year Inquiry Seminar: Introduction to Scandinavia Fall 2006

## Syllabus

Professor:

Troy Storfjell

Time:

Mondays and Wednesdays 1:45 to 3:30 p.m.

Place:

Admin. 210

Office Hours: Tuesdays 8 to 9:50 a.m. and 11:50 a.m. to 2 p.m.

Fridays 1:45 to 2:45 p.m

And by appointment

Phone:

535-8514

E-mail:

storfjta@plu.edu

## **Textbooks**

 Alanen, Arnold R., et al. Nordic Environment: Historical and Contemporary Perspectives. NCCP No. 4. Madison: WITS, 1995.

- Berger, John. Ways of Seeing. Penguin, 1990.
- DuBois, Thomas, et al. Family and Community in Scandinavia: An Overview. NCCP No. 2. Madison: WITS, 1997.
- Fiell, Charlotte J. and Peter Fiell. Scandinavian Design. Taschen, 2005.
- Høeg, Peter. Smilla's Sense of Snow. Delta, 1995.
- Ostergren, Robert. Norden: A Thematic and Historical Geography. NCCP No. 3. Madison: WITS, 2002.
- Pred, Allan. Even in Sweden: Racisms, Racialized Spaces, and the Popular Geographical Imagination. Berkeley: Univ. of California Press, 2000.
- Most recent issue of Nordic Reach magazine.

Additional readings will be handed out in class or posted online.

## **Course Description**

Inquiry seminars are specially designed courses in which first year students are introduced to the methods and topics of study within particular academic disciplines or fields. Inquiry seminars also emphasize academic skills at the center of the First Year Experience program. Working with other first-year students in a small-class setting that promotes active, seminar-style learning, students practice fundamental skills of literacy, thinking and community as they operate within that particular discipline.

In this inquiry seminar you will be introduced to the discipline of cultural studies and the field of Scandinavian studies. You will explore some of the central questions that those of us who do cultural studies work ask, such as:

- What is culture?
- How does meaning work?
- How are individuals ("subjects") produced? (How are we made into individuals and how is the very concept of an individual made?)
- How are categories such as gender, ethnicity, and sexuality produced? How are we "written" into these categories?
- What is class, and what is the relationship between systems for producing and distributing goods (economics), on the one hand, and culture on the other?

You will also get to know the basic academic terrain of Scandinavian studies, or what it is that Scandinavianist scholars study. You will read the kinds of texts that we read—hterary, cinematic, theoretical-critical, sociological, etc.—and learn some of the kinds of things our field does with these texts. Since this course is adapted from SCAN 150 Intro to Scandinavia, this course also introduces you to the Nordic Region (Scandinavia), its people, societies, art and literature.

### Goals:

At the end of this semester you should be able to demonstrate a broad introductory knowledge of the Nordic Region, its societies and cultures, and of the field of Scandinavian studies. You should also be able to perform cultural analysis activities, and demonstrate a nuanced understanding of how culture produces us. You should also have developed solid academic writing skills, and a clear ability to apply critical thought to the material at hand.

## Grading

Participation & classroom activities	20%
Papers	40%
Midterm Exam	20%
Final Exam	20%

### Participation & classroom activities:

This is a seminar, which means a small, discussion-based course. Instead of lectures, we will be adopting a collaborative, community-of-learning-and-inquiry approach. This means that you will need to come to class prepared to discuss and ask questions of (and about) the reading material assigned for that day. Just showing up and passively taking notes will not be enough to earn a good participation grade.

There will also be several smaller activities, and a larger Nordic advertising presentation project. These will be described in due time, and will factor into this section of your grade.

## Papers:

You will be writing several shorter papers over the course of this semester, ranging in length between one and three pages. These will generally invite you to explore several of the topics and texts we have dealt with, coming up with questions to them and making connections with other materials covered in class. You are also encouraged to make connections with things you may be familiar with from outside of class. Critical thinking and questioning are of primary importance in these assignments. Good writing and form is, as always, an important component of clear academic thinking and argumentation.

### Midterm Exam:

A midterm exam will be given in class on Wednesday, October 18<sup>th</sup>. This exam will cover the material dealt with during the first half of the semester, and will consist of a variety of questions, ranging from matching and multiple choice to short answer and brief essay in form.

### Final Exam:

The final exam will be given on --- at ---. It will include multiple format questions over material covered during the second half of the semester, as well as essay questions based on the *Nordic Reach* magazine—which you may bring with you to the exam—that will draw on material covered over the course of the entire semester.

### **Policies**

### Attendance:

Attendance is a mandatory component of this course. Absences will be excused only for one of the following:

- illness, verified with a note from a health care provider;
- a death in the family;
- an interview for a post-graduation job or for graduate school;
- participation in an organized, university-sponsored off-campus event (i.e., sporting event, concert, etc.); or
- religious observance.

Note that even if an absence is excused, students will still miss important material and exercises, and will be held accountable for that material.

## **Academic Integrity:**

Students must not cheat or plagiarize, and they must not condone these behaviors or assist others who cheat or plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but it also undermines the scholastic achievements of all students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.

## What is Academic Dishonesty?

The most common forms of academic dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam; or
- Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given; or
- · Fabricating information, such as data for a lab report; or
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
- · Collaborating with others on assignments without the instructor's consent; or
- · Cooperating with or helping another student to cheat; or
- Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded; or, communicating with anyone other than a proctor or instructor during an exam.

## Plagiarism includes, but is not limited to:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or
- Using sources (published or unpublished) without identifying them, such as the Internet (and particularly making use of an Internet paper writing service); or
- Paraphrasing materials or ideas of others without identifying the sources.

If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification. Students may also read PLU's Academic Dishonesty policy in full at www.plu.edu/academics/integ.

### **Disability Information:**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you have any questions concerning the services available for students with disabilities at PLU, please contact Alene Klein, in Counseling and Testing, located in Ramstad 106 or call x7206.

## Schedule

## Week 1: Intro

Wed., Sept. 6:

- Syllabus
- Film Budbringeren (Junk Mail, Pål Sletaune, 1996)

### Week 2: What is Nordic Culture?

Mon., Sept. 11:

• Clifford Geertz, Chapter 1, Interpretation of Cultures

Wed., Sept. 13:

• Robert Ostergren, Norden: A Thematic and Historical Geography

## Week 3: Nordic Setting

Mon., Sept. 18:

- Paper on Budbringeren and Geertz
- Thomas DuBois et al., Family and Community in Scandinavia: An Overview

Wed. Sept. 20:

• Arnold R. Alanen et al., Nordic Environment: Historical and Contemporary Perspectives

## Week 4: Class Consciousness

Mon., Sept. 25:

- Walter Benjamin, "Thesis on the Philosophy of History"
- Film *Pelle eroberen* (*Pelle the Conqueror*, Bille August, 1987)

Wed., Sept. 27:

• Film Pelle eroberen (Pelle the Conqueror, Bille August, 1987)

## Week 5: Visual Culture 1

Mon. Oct. 2:

- Paper on Pelle eroberen and Benjamin
- John Berger, Ways of Seeing 1-6
- Nordic art

## Wed., Oct. 4:

- John Berger, Ways of Seeing 7
- · Nordic advertising

## Week 6: Visual Culture 2

Mon., Oct. 9:

· Advertising projects

Wed., Oct. 11:

• Fiell & Fiell, Scandinavian Design 8-73

## Week 7: Design

Mon., Oct. 16:

• Fiell & Fiell, designers

Wed., Oct. 18:

MIDTERM EXAM

## Week 8: Mapping Scandinavia with Smilla 1

Mon., Oct. 23:

- · Ikea Paper
- Peter Høeg, Smilla's Sense of Snow

Wed., Oct. 25:

• Peter Høeg, Smilla's Sense of Snow

## Week 9: Mapping Scandinavia with Smilla 2

Mon., Oct. 30:

• Peter Høeg, Smilla's Sense of Snow

Wed., Nov. 1:

• Peter Høeg, Smilla's Sense of Snow

## Week 10: Mapping Scandinavia with Smilla 3

Mon., Nov. 6:

• Peter Høeg, Smilla's Sense of Snow

Wed., Nov. 8:

• Peter Høeg, Smilla's Sense of Snow

## Week 11: Whose Scandinavia? Immigration, Nationalism, and Racism 1

Mon., Nov. 13:

- · Paper on Smilla's Sense of Snow
- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Bázo (Lars Göran Pettersson, 2003)

### Wed., Nov. 15:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Bázo (Lars Göran Pettersson, 2003)

### Week 12: Whose Scandinavia? Immigration, Nationalism, and Racism 2

Mon., Nov., 20:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- The Rekjavík Grapevine

## Wed., Nov. 22:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- The Rekjavík Grapevine

### Week 13: Whose Scandinavia? Immigration, Nationalism, and Racism 3

Mon., Nov. 27:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Jalla! Jalla! (The Best Man's Wedding, Josef Fares, 2000)

### Wed., Nov. 29:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Jalla! Jalla! (The Best Man's Wedding, Josef Fares, 2000)

## Week 14: Film and Sexuality

### Mon., Dec. 4:

- · Paper on Jalla! Jalla!
- Film Fucking Åmal (Show Me Love, Lukas Moodyson, 1998)
- Robert P. Kolker, "The Film Text and Film Form"
- Nordic Reach magazine

## Wed., Dec. 6:

- Film Fucking Åmal (Show Me Love, Lukas Moodyson, 1998)
- Smelik, "Gay and Lesbian Theory"
- Nordic Reach magazine

Final Exam: Tuesday, Dec. 12, 1 to 2:50 p.m.

Bring your Nordic Reach magazine.

## Carleton College: Argument and Inquiry Seminars

An Argument and Inquiry seminar offers opportunities and tools for critical reading, deliberative discussion, and effective college-level writing. We can break this down into the following required components:

- 6 credits
- Offered fall term
- · Allows only first-year students to enroll
- Graded
- Designated WR (for Writing Rich guidelines, see: http://apps.carleton.edu/campus/writingprogram/writingrichguidelines/)
- Explicitly introduces students to a liberal arts approach to learning and to the goals of the seminars
  - (A conversation, discussion and/or lecture should take place early in the term in which the instructor discusses the goals of the A&I seminars and their place in Carleton's liberal arts experience)
- Develops the critical and creative skills they will need to thrive in academic work at Carleton.
- · Is discussion-based
- Fosters students' intellectual independence
- Develops habits of critical thinking
- Clarifies how scholars ask questions
- · Teaches students how to find and evaluate information in reading and research
- Instructs students in using information effectively and ethically in constructing arguments.
- Strengthens students' habits of cooperation with peers (Faculty are strongly encouraged to bring their students' attention to the need for cultural sensitivity, and to include a discussion of the CEDI document on ensuring positive classroom climate.)
- Students and instructor must attend the A&I convocation address by TBD (date TBD) and spend some time in class discussing it

Handout for session A.24, CCCC 2013 Carol Rutz Carleton College <crutz@carleton.edu>

### GUIDELINES FOR WRITING-RICH COURSES AT CARLETON

The ability to write effectively is one of the fundamental goals of a liberal arts education. In writing-rich courses we strive to help students develop fundamental writing skills so that they can use their writing to communicate effectively with a variety of audiences and for a variety of purposes. Goals for college-level writing include attention to:

- · Audience and purpose;
- · Clarity of prose;
- · Clear organization;
- · Effective use of evidence;
- · Appropriate diction;
- · Effective use of Standard English.

### LEARNING OUTCOMES FOR WR COURSES:

In writing-rich courses we also help students to:

- understand writing as a process and begin to develop an effective process of their own;
- · learn how to seek and use feedback;
- gain an awareness of audience and of voice and begin to see themselves as part of a community of scholars/writers;
- · learn how to apply forms of attribution and citation as appropriate;
- · understand accepted guidelines for academic honesty;
- develop confidence in their writing, both through experience and also by producing at least one polished piece of their own writing;

### MAIN COMPONENTS OF A WR COURSE:

### **Number and Variety of Assignments**

- A WR course will normally have 3 or more writing assignments. These assignments may include papers, posters, lab reports, web pages and other formats and types of writing;
- These assignments may be components of one large writing project or several smaller papers, or some combination of the two;
- Informal, ungraded, writing assignments may also be used to help students create a polished piece of writing.

## **Opportunities for Feedback**

- A WR course will offer students feedback on their writing;
- This will take place through faculty comments or individual conferences and may also include: writing tutors; peer review; class conferences; writing workshops; use of a Writing Assistant; and other opportunities;

## Opportunities for Revision

- A WR course will provide students with opportunities for revision;
- These may include rewriting to improve a grade; producing drafts of a paper in succession; polishing a paper for the Sophomore Writing Portfolio; or something else.

## SPU historical and current writing courses and graduation requirements

DEGREE REQUIREMENTS

## BACCALAUREATE DEGREE REQUIREMENTS

## AREAS OF INSTRUCTION

The college offers studies in the following fields. Departments offering majors are indicated by an "M."

(See Economics & Business) Business Administration Anthropology Biology, M Botany, M Art, M

Economics & Business, M. Engineering Science, M Chemistry, M. Education

English, M. French, M

German, M History, M Greek, M

Microbiology & Public Health, M Home Economics, M Mathematics, M Latin, M

Music Theory & Literature, M Music Education, M Applied Music, M. Church Music, M

Philosophy, M. Nursing, M

Physical Education, M

Political Science, M Physics, M.

Pre-Professional

Pre-Engineering Pre-Dentistry

Pre-Medicine Pre-Law

Christian Education, M Biblical Literature, M Psychology, M. Religion

Sign Language Missions, M Sociology, M. Russian

Spanish, M. Zoology, M Speech, M.

## PROGRAM REQUIREMENTS

## MAJORS REQUIRED FOR THE BACCALAUREATE DEGREE

The college offers two types of undergraduate majors:

- type of major is defined as at least thirty-six credits in a single de-1. Department Major (required for the B.A. and B.S. degrees). partment, with the following qualifications:
  - a. A major may be earned in any department marked with an "M" above.
- Most departments require more than the minimum of thirty-six credits. The student must fully satisfy the requirements of the major department as to the number of credits and prescribed courses.

Seattle Pacific College

DEGREE REQUIREMENTS

- Of the thirty-six or more credits offered as a department major at least eighteen credits must be in upper-division credits-that is, in courses numbered 300 and above. (Most departments require more than this minimum.)
- d. A transfer student is required to earn a minimum of eight upperdivision credits in his major at Seattle Pacific,
- Course work of a "D" grade, while included in the total number of credits earned for graduation, may not be applied toward the ú
- Not more than seventy credits in any one department may be applied toward a baccalaureate degree, 4
- An Area Teaching Major (allowed in the B.A. in Ed. degree) provides for a spread of academic study in a broad area, with a choice of teaching emphasis as described under "School of Education" elsewhere in this catalog. Points "d" and "e" above also apply here. øi

For majors required for the master's degree, see the section entitled "Graduate School."

## TOTAL CREDIT AND QUALITY REQUIREMENTS

- 1. A total of 186 credits (192 for the B.A. in Ed.).
- A cumulative grade-point average of at least 2.00 in all courses
- 3. A cumulative grade-point average of at least 2.00 in all courses taken at Seattle Pacific.
  - 4. At least sixty credits earned in courses numbered 300 or above.

## LOWER DIVISION REQUIREMENTS

These requirements should be completed by the end of the sophomore year.

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Credits												And it is the second that the second that the second to th
D.A. DEGREE	* 1. English 101, 102, 103	Change In	Special of Literature	Foleign Language, (one language)	Sabilical Liferatures	Music and/or Art			filstory or Political Science.	Division in Mathematics	Taysical Education 160 (Health)	Ampaical Education Activitys
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## B.S. DEGREE

ature <sup>2</sup>	r Art.	ociology or Anthropology.
3. Biblical Liter	5. Psychology o	6. Economics, S.
		Biblical Literature <sup>2</sup> Music and/or Art.     Sychology or Philosophy

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reading skills through increased perception and sensitivity, to give practice in expository, critical, and creative writing, and to furnish a sound underliterary and linguistic traditions of western culture, to promote humanistic values from the perspective of Christian faith and tradition, to improve graduate major as a basis for advanced work on the graduate level.

English 101, 102, and 103 Are Prerequisite To All Other Courses in the Department. Selection is made on the basis of prior records and tests administered at the An honors program for superior students is provided in this sequence. time of college admission.

240 and one other survey course: 230, 250, or 260; two upper division period courses, one in each of the following groups which has not been Requirements for the English Major. Students majoring in English must earn covered in the survey courses: 330-339, 350-359, and 360-369; 301 and 310; 45 credits, exclusive of English 101-103, including the following: English either 341 or 342; one course on the 400 level not including 490.

for teaching secondary school English must fulfill the program outlined above, except for the 400 level course, and must add 311 and one genre course. A somewhat flexible attitude is maintained toward preparation for teaching English. The Department desires to meet the needs of students as Requirement for Teacher Preparation in English. Students wishing to certify these needs become evident.

## LANGUAGE AND WRITING

101, 102, 103 INTRODUCTION TO ENGLISH (3) (3) As WI Sp. Successful completion of 101 is a prerequisite for 103, and of 102 for 103, 103 is a prerequisite for all other English courses. \*

The study of written expression through the reading of literature and essays on language and the writing of themes on related subjects. Required of all Freshmen.

ADVANCED EXPOSITORY WRITING (3) Au 301

Practice in nonfiction for the development of easy and effective expression.

302, 303 WORKSHOP IN CREATIVE WRITING (3) WI Sp.
Prerequisite, one literature course beyond 103; Junior standing.
Practice in imaginative writing adapted to the interests of the individual.

310, 311 THE ENGLISH LANGUAGE (5) (5) WI Sp Mistory and contemporary studies.

## GENRE COURSES

ZZI POETRY (3) Au

Analysis of representative poems.

Analysis of representative short stories and novels. FICTION (3) WI

Analysis of representative plays. DRAMA (3) Sp

323

From the beginnings to the Romantic Perlod. DEVELOPMENT OF DRAMATIC LITERATURE (6) From the Middle Ages to the present. EARLY ENGLISH NOVEL (5) Au 324

LATER ENGLISH NOVEL (5) WI 325

From the Victorians to the early Twentieth Century.

## SURVEY COURSES

240, 250, 260 SURVEY OF BRITISH LITERATURE (5) (5) (5) Au WI Sp MASTERPIECES OF AMERICAN LITERATURE (5) Au WI Major writers to 1900. 230

PERIOD COURSES Beginnings to 1600; 1600 to 1800; 1800 to 1900.

Beginnings to the Transcendentalists. 331 AMERICAN LITERATURE (5) Au

84

AMERICAN LITERATURE (5) WI 332

Seattle Pacific College

Poe to 1900,

S, 333 AMERICAN LITERATURE (5)

EARLY ENGLISH LITERATURE (5) The Twentieth Century. 340

The Eighth to the Fourteenth Century, excluding Chaucer.

Offered on Demand

SHAKESPEARE (5) Au Earlier works. 341

SHAKESPEARE (5) WI Later works, 342

356

THE SEVENTEENTH CENTURY (5) WI

English Literature from 1600 to 1660. THE EIGHTEENTH CENTURY (5) Au 122

Early Nineteenth Century prose and poetry. THE ROMANTIC PERIOD (5) WI 356

English Literature from 1660 to 1800.

THE VICTORIAN PERIOD (5) Sp 347

TWENTIETH CENTURY BRITISH LITERATURE (5) Sp. Later Nineteenth Century prose and poetry, 3372

## LITERATURE IN TRANSLATION

Offered on Demand

Offered on Demand

Prose and postry of ancient Greece, GREEK LITERATURE (3) 381

LATIN LITERATURE (3) 382

CONTINENTAL LITERATURE TO 1900 (5) Prose and poetry of ancient Rome. 383

COMINEMIAL LIBERATURE TO 1908 (5)
Mastopieces of European literature from the Middle Ages through the Nineteenth Century.

THE BIBLE AS LITERATURE (3) AU 387

Form, style, and literary technique of selected portions of the Bible.

## ADVANCED COURSES

From Aristotle to Twentieth Century critics. LITERARY CRITICISM (5) CHAUCER (5) Au 415 444

MILTON (5) 455

TWENTIETH CENTURY CONTINENTAL LITERATURE (5) **57** 

690

Offered on Demand

SENIOR TEACHING SEMINAR (3) (3) Au Sp Required of English majors who desire departmental recommendations for teaching credentials in English. 499

READINGS (1-3)

Open only to advanced English Majors. Registration by permission of Department Charman. At least a 3.00 in no less than 15 upper division credits in the department is required.

## JOURNALISM

NEWSWRITING (3) Au WI Sp

Offered on Demand

Introduction to modern news writing. Structure of news and feature stories. Reasonable proficiency in the use of typewriter required. Prerequisite to 301, 302, 303.

301, 302, 303 FALCON LABORATORY (2) Au Wi Sp. Prerequisite, 200.

The student participates in editing the campus newspaper. Reporters write feature stocks, student news and editorials. Opportunity is given for in-depth and interpretive reporting. May be repeated. PRESS AND SOCIETY (2) AU

An analysis of the role of newspapers and other communications media to determine how they fulfill their functions in an open society. Offered on Demand Prerequisite, 200 or permission, COPY EDITING (2) WI

Editing news copy, writing cutlines, captions and headlines; newspaper makeup, layout and typography. INTRODUCTION TO HISTORY OF JOURNALISM (2) Sp. 312

Introduction to the study of growth and development of the press with emphasis on journalism in the United States, its social, political and ethical responsibilities.

History, FS Political Science, FS General Business Psychology, FS Economics Geography Pre-Law

## Inter-Disciplinary Studies

Sociology, FS Studies In Justice

Social Work

Saciology-Anthropology, FS Environmental Studies, FS Mathematics-Economics, PS Philosophy-Religion, FS American Studies, FS General Studies

## Special Programs

Continuing Studies General Honor's Senior Citizens

## Program Requirements

Total Credit and Quality Requirements

1. A total of 180 credits. 2. A cumulative grade-point average of at least 2.00

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A cumulative grade-point average of at least 2.000 in all courses taken at Seattle Pacific College. in all courses applicable to the degree.

At least sixty credits earned in courses numbered

twelve credits must be completed with a 2.00 grade satisfy the residence requirement. If only one year During one quarter of residence, a minimum of average. Credits earned by examination do not is taken at Seattle Pacific College, it must be At least forty-five credits carned in residence.

The last fifteen credits prior to graduation must be earned in residence. the senior year.

## General Education Requirements .....

B.A. and B.S. Degrees

Courses offered at SPC in Art. Drama and Music may be used to meet this required 1. Fine and Applied Arrs ..

Courses offered at SPC in Biology, Chemistry. German, Greek. Russian, Spanish, or Speech Courses offered at SPC in English, French may be used to meet this require Science and Mathematics

Psychology, or Sociology may be used to meet Courses offered at SPC in Anthropology. Geography, History, Political Science, used to meet this requirement. Social Science

this requirement

Mathematics, Physical Science, or Physics may be

complete description). Students who complete the its year of collegiate work elsewhere will be able to readly incorporate their transfer credits into SPC's general recognized accredited institution in areas offered by discount (see page 14 of this Catalog for a more Scanle Pacific College will be accepted without Transfer Students. All credits earned at a requirements.

degree from an accredited community (junior) college certified by the Director of Registration and Records preparation as described in requirements 1-4 above, Students who have earned an Associate in Arrs education requirements of another accredited fourwhose general education requirements have been or who have satisfactorily completed the general as meeting the intention of providing breadth of year fiberal arts institution will have satisfied requirements 1-4 above.

## Foundational Requirements ...... 20\*

"These requirements may be satisfied only by courses taken at Seattle Paxific College.

- Courses fisted under the Biblical Literature Field in the School of Religion will meet this requirement. 2. Values and Integration Dimension ... 1. Faith Dimension
- and numbered from 100-109 will meet this require-Courses in disciplines will indicate whether they Preceptorial courses listed with a School prefix Vocational or professional will also meet this ment. Courses in disciplines designated as Vocational/Avocational Dimension meet this requirement.

Seattle Pacific College considers the Foundations for Foundational Studies with 5 credits in Biblical Literature Vocational Avocational courses; each transfer student Christian Living area to be at the heart of its approach with senior standing is expected to complete 5 credits to higher education. Therefore, each transfer student with sophomore standing is expected to complete 15 Bibreal Literature and 5 credits in either Values and unior standing is expected to complete 10 credits in Integration or Vocational/Avocational courses; and credits in Foundational Studies with 10 credits in in Biblical Literature; each trunsfer student with and 5 credits in either Values and Integration or

each transfer student with freshman standing is expected to complete the full requirement.

## Completion of a Field of Specialization Specific Standards Governing the

- of specialization without review by and approval of by a School in designating requirements for a field seventy-five credits may be required or controlled forty-five credits. Twenty credits are required in 1. A held of specialization requires a minimum of courses numbered 300 or above. No more than the Academic Policies Committee.
  - of either the Bachelor of Arts or Bachelor of Science 2. A field of specialization is required for completion given only for fields of specialization in the School of Natural and Mathematical Sciences, the School degree. The Bachelor of Science degree may be of Health Sciences, and physical education,
    - the College. These requirements state total credits. recommended by the Curriculum Committee of any Field of specialization requirements must be met of the Catalog assigned to the various Schools of supporting courses. For a list of approved underspecialization, see the section entitled "Areas of depth and breadth are specified in the sections of the Schrols and approved by the Academic upper division credits, prescribed courses and Instruction." Any other field of specialization in full. These requirements of proficiency in Policies Committee may be accepted toward graduate fields of instruction and fields of the baccalaureate degree.
      - upper division credits in a field of specialization at A transfer student must earn a minimum of 15 Seattle Pacific College
- toward graduation, may not be counted in the total Course work with a "D" grade, while counted credits for a field of specialization.
  - Registration and Records that he has satisfactorily The School in which a student completes a field of specialization must certify to the Director of

Introducing Seattle Pacific College | 27

## Courses

## Writing

Experimenting with various types of writing; poems, descriptions character and uses duffer, analytical and agomentative essays, etc. Models will be used, but the man focus will be on the writing done by students and the instructor. 05 WRITING AS DISCOVERY (5)

205 WRITING TO BE READ (5)
For writers who have maskered the basic skills of writing prose and who wish to develop a personal style.

215 IMAGINATIVE WRITING (5)

Learning to see the richness of experience and struggling to structure it in words, fosters the vision and the skills necessary for the effective writing of both poetry and prose.

305 CRUTICAL WRITING (5) Seed eveloping a critical attitude. Stees is green to there articulared eveloping and "the styling of participating in the spirit of scholarship, and "the styling of language to articat, edify, and convince a reader."

316 WORKSHOP IN WRITING POETRY (3) 317 WORKSHOP IN WRITING FICTION (3) 318 WORKSHOP IN WRITING DRAMA (3)

410, 411 PROFESSIONAL WRITING (3, 3)
Pereguister Pernistation of the Intervence.
A study of the job market for writers and the specialized problems of writing in the surious professional acts.

## Literary Forms, Figures and Movements

## British

245 VICTORIAN POETRY (5) Considers the late inferteenth century issues of faith and doubt, the includual and scelety, fruth and beauty as perceived by the lending poets of the period—Tennyson, Browning, Hopkins, Houseness and others.

345 EARLY AND MIDDLE ENGLISH POETRY (5) Concentrates, primarily on the poetry, which has industried so many later writers. Poetry includes ferry Flowman, Roman die Reves, and a neutrical version of Arthurian legends. Excludes Chauseer's and a neutrical version of Arthurian legends. Excludes Chauseer's

346 ELIZABETHAN ANDJACOBEAN DRAMA (5) Focuses attention upon the development of drama exclusive of Shake-point. The course will commine such endly Elizabethan dramatists as Lijty, Peele, Greene, Nyd, and Marlower, such contemporates of Shakespeine as Jonston, Chapman, Dekker, and Webster, Resumont, Fleicher, Ford, and Sharley among

147 EIGHTEENTH-CENTURY SATIRE (5)
The aims and techniques of personal and second sutre as
exemplified in prose and poetry from 1660 to 1800. Works studied
will include the earlies writings of Dryden, Swift, Pope.

A study of the poets of the early nineteenth century and their precursors. Major attention will be given to the writings of Wardsworth, Coleridge, Byron, Shelley, and Keits. 348 ROMANTIC POETRY (5)

349 VICTORIAN NOVEL. (5)
A study of the novels of representative Victorian novelists, including
E. Brenett. Dickets, Tasksensy, Eliot and Handy, the development
of the novel as popular maxierapiscie, and the novel as a reflection of
Victorian society.

## American

235 AMERICAN EARLY ROMANTICS (5)
Focuses on the major figures of the early to Mid-19th Century:
Emerican, Thoretau, Williama, Hawthorie, Poe and others. The
relation of these writers to the American, past and to the English
and American ideas and experience at the time they wrote form the
background for discussion of their works.

Exergencine on the account of the ac

Considers divergent views of Southern culture through works of Wm. Alexander Percy and Richard Wright, the "patitive-Agrain movement through peetry of Ranson and Date Major combate on Wolfe, Porter, Welty, Pauliteer, Warren, and O'Comof. 317 SOUTHERN LITERATURE (5)

Novels and short stortes of significant writers since 1943, including Bellow. Malamud. Roth. Liptice, Sainger, Mailer, Barth, Vonrienand others, including experimental fiction.

## Modern

How to read, understand, evaluate, and enjoy the work of madem poets such as Hopkins, 'Years, Pound, Ehost, Frost, Räke, Cummings, Stevens, Auden and Roethke.

336. THE EARLY MODERNS (3) 225 MODERN POETRY (5)

A study of writers who attempted to break away from traditional forms and techniques of literary copression and whose work from and techniques of literary copression according to swengings swah also been called the modern econolists, Sunder both British and American writers, including Course, Elser, Polyee, Lawrence, Fitzgerald and Hemingway.

337 LITERATURE OF THE RELIGIOUS QUEST (5)
Examines some of those fittering vokes, which embody the quest
to find or explore a religious framework. Includes study of such
written as Amparine, Binnyan, Paccal, Kiefregand, Hesse,
C. S. Lewis, Charles Williams, Graham Greene and John Upfake,
338 LIFERATURE AS PHILOSOPHICAL EXPLORATION

Studies some literary works which rate basic questions about farewisedge reality, includes study of such farewisedge reality, includes study of such writers as Plato, Potinias, Bason, Goetine, Blake, Nelrasche, Mann, Kaha, Sartte, Camus, Borges, C. P., Snow, John Barth, sec.

229 SUIENCE FICTION (3)
Deals with the oncole; short stories, films and poetry which
compares the newest gaure in ilterature. Team tanght, the course
adds to the understanding of the century in which we five, and to
the recognition of possibilities of the future. Includes such writers
as Clarke, Herbert, Heinlein, Campbell, Asmov, etc.

## Special Topics in Literature

6 60:169 Topic to be announced in schedule of classes.

Examples of possible topics include: The Baroque, Chivaliro Litholane, 20th Century American Drima; Modern Continental Datans, Usiqua and Dystopias; Women as Heromes and Victins Fantasy; War Literature: This World Literature, Biography and Allohography; Contemporary Poetry. 200-269 See above.

(5) Repeatable. 196369 See above. (5) Repeatable

## Theory, Practice and Contexts

deritodes Classical, Norse, Germanic and Medicoral mythology. A Most incursion into comparative world mythology is also included X MYTHOLOGY IN LITERATURE (9)

36 GRAMMAR AND USAGE C)
A review of standard English, adapted to the needs of those retouring to write professionally or to steach in the language arts.

7. THE BIBLE AS LITERATURE (3)
Enumes several literary types within the OM Testament. For their understanding the neessage of the writers, attendion will be petic, and dearned to their attendion will be petic, and dearned techniques.

Personalists FREELICUM (1-3)
Assisting as discussion of Instructor.
Biging as discussion leaders and readers in lower division
Biging classes. M ENGLISH PRACTICUM (1-3)

CRITICAL APPROACHES TO LITERATURE (3) Subject the major critics and exchools of literary criticism.

For SENIOR SYNTHESIS (5)
Configuration of threather of different periods to the configuration of literature in the Western Tradition. Some attention of the period of literature to deas and to political and livingial development. Students will be encouraged to develop

projects in areas where they need additional understanding and knowledge.

Readings and projects on seaching iterature, language, and writing in junior high and high school, 490 SENIOR TEACHING SEMINAR (3)

## Individual Authors

(Writers to be studied will be listed in the class schedule.) 436-434 AMERICAN WRITERS (3) Repeatable, 435-439 AMERICAN WRITERS (3) Repeatable. 420-424 MODERN WRITERS (3) Repeatable, 425-429 MODERN WRITERS (5) Repeatable, 440-44 BRITISH WRITERS (3) Repealable. 445-446 SHAKESPEARE (5,3) 447-449 BRITISH WRITERS (5) Repealable.

## Journalism

201, 202, 203 NEWSWRITING (2) (2) Introduction to modern news writing. Simoture of news and feature stories. Reasonable proficiency in the use of typewriter required. 305 YEARBOOK AND MAGAZINE PRODUCTION (2) 301, 303, 303 NEWSPAPER PRODUCTION (2) (2) (2) Reporting: editing, proofreading. Laboratory for the Falvon, SPC weekly newspaper.

## Language Studies

## Purpose

and Romans are foundation stones of Western culture. The languages, literature and culture of the Greeks study of Greek opens new horizons of understanding The student of Biblical Literature will find that the the New Testament and provides a basic tool for studies in depth in the Biblical field.

standing of his native language through a comparison and part in educating the whole person by helping the student learn to communicate with people of different ethnic and linguistic backgrounds. Learning a foreign language, identification of linguistic structure. Most important, ancient or modern, can improve a student's under-The study of modern languages plays a unique

School of Humanities / 83

tan Scholenskryant should also be competent in anculating bases of the Christian fail in recogning prodocorphis between Christian faith and lying, reasoning decision-making inquiry development of aesthelic availabless and appreciators and interpletation of stati in carela development. The program is specifically designed to achieve these and certain other competitives in suckers. These achies enable pressures to become effective Christian scholers, and leaders. Accordingly, the Foundations and General Education requirements are designed to develop comprehenses. Bring Suits Tests measure basis alitiles in math and widing so that enter-ing students can be advised into appropriate courses. The Chris-

## GENERAL EDUCATION REQUIREMENTS, B.A. AND B.S. DEGREES

## A. Entry Skills Testing Program

componency beans in mathematics and scandard wintern finglish. This is to be darke before or during the first quarte of study at the University that in the case take than the end of the second qualitic. These tests are administered climing by evaluating particular to the student conference are administered climing. The schools of Natural and other materials secondaries and Humanitics. All students estering Seatte Pacific University must take MATH SKILS

The netherable competing bet covers perhign school anternation and emphasis profession globing. An emphysic of eners is done and areas of wealthers, are deferrered. Any student vehicle score on this set fail: quinct to stronghen there areas of wealeres, through work in MAT 01.20 during the first year of registration. Before students are permitted to take any machematic course, fother than MAT 01.20, or any courses using below accepted college entance level mans will be remathematics, they must either pass the mathematics consperency rest or complice the majured week in MAT 0120.

Comprehency in staintard written English is essential to become a liberally educated person and an able Chris lan communication. Both standardwest tests and a writing Pittance Reels will be required to make up the de-ficiency during the first year of registration at SPU findustry prescribed work in ENG 1001 1002 and 1003 sample are used by the khool of Humanitis in deter-mining satisfactory performance levels. Any student whose scales on these tests fall below accepted college. as needed. Nuch students must take ENG 1109. "Writing in College" as one of their two cyalens for the individual in Communication" general education re-2 WRITING SKILLS

Before students are permitted to take the General Before course in writter communication, ENS 1105. "Writing in Colege." high most demonstrate the written use of standard English semences, accurate

pacement of verbs, ponouns mouthers in such synthetics, and efficience distons for those not able to do this at statisticity levels, as determined by the less men somet above, cookes preminingly to the core course are ciquired in English to build these and other writing statistics yall building it incursary before the students may exist in the end in ENG 105. Such self-building may exist from one to thee on more quantistic achieve. Before students may graduate from one to they one specialism in they must

bloodiay and their comparence is cellified to liver the required minimal standards for grasuutons. densoratede minimal competence in standard written Biglish, Those failing to perform at satisfactory lines mars complete additional wors in the English writing

## B. Foundations (20 credits)

COURS are Satisfies
Bit, 3103. The Position
Bit, 3203. Gospel of Mark
Bit, 3204. Luke-Actor

S CREDITS 2 CHRSTIAN THOUGHT, MEANING AND VALUES

Chrocks one of the fell-wantgrounds.

He i 100/3100 vieuses. Faith intenting
PH 110/1100 be Proboughty
PH 370/3105 thrus.
PH 3340 vieuses. Faith Sxxal Issues, Jin & 9c. only)
REL 2010 Great Chroston Personalities.
REL 2020 underswering Chrosson Personalities.
REL 3027 underswering Chrosson Personalities.
REL 3027 underswering Chrosson REL 3027 Received Personalities.
REL 3027 Underswering Ethics.
REL 3027 Underswering Ethics.

Offerings from Schools are available in categories 3 and 4 as stroom? The student may choose to meet those in-quietness in the School of the student's major or in another KFXXX Students in certification programs should check with cer-fillication program offices to award meeting these requirements.

3 CREDITS 3 CULTURAL INVESTIGATION OF CHRISTIAN a Business Administration/Economics SCHOLARSHIP AND SERVICE

BUS 3417 BUS GOAT & SOERLY PIEC, POL. 3417)
ECULLADIO CONTIGENTA Programs Prace. 1:
EDU. 2105 SOC and Psych Found of Educ
EDU. 2105 Lab Expensive A.

Fine and Petitering Atts
PEA 4100 Aug & Rei Buggerice (PA 4100 may be
usken for ordat either in "Cultural Investigation of
contain Strokarship and Service" or "Individual in
Aestretic World." but may not count for credit in
bothin.

o General Studies GS 2950 Coop Ed Liberal Ares

e. Headh Schroos. NuR 2126 Assessment in Weitness-fliness For NuR 3050 Pro Nursing Conucyas (RNB)

PH 4450 Fath & Reason (REL 4850) PH 4880 Phil of Stenig Natural and Mathematical Solunder HEC 4930 Senky Scharar

NASS 3120 Science & Secrety PHE 48830 PHI of Science

BIO 4615 Issues & Values BIO 4950 Special Russos in Bio. IOffered during

Region: REL 3401 Living in Another Culture REL 2700 Overnation to Chingson Ministries. Physical Education. No offerings available

SSTBI and Behaviora Sciences
ANT 1950/3960 Fed Experience
ANT 4855 Applied Anthro
HS 3570 American Ferejon Ri POL 36 70;
HS 3799 Pergeones in Newco
POL 34 10 Entitle Naties American Pol

2 CREDITS 4 DEMONSTRATION OF GRISTIAN XTHOL ARSHIP

AND SERVICE
5. Business Administratin Economics
6. Business Administratin Economics
6. Business Administration of Education
6. Business of Educati

Fine and Performing Assuming FPA 4100 Ars & Rei Experiment

AUR 2127 Assessment in Weblesselmers I General Studies: CS 1950/2950 Color Ed in Sevice

Procesum (gebens) Nu.R 3327 NU.R Assessment RN Practom (RNB) Humanders No offernys avalable HEC 29503950 Printicum HEC 4943 Field Equ. Design & Mathry HEC 4944 Field Eqn. 8 to & Soc Welfare Natural and Mathematical Solences NMS 3120 Science & Society

Physical Education, No offernos available 2701 Owsm Mess Field Exp. social and Behavioral Sciences. No offerings available

SES 1110 Set & society SES 1170 Geopolexa SES 1577 Nature of Cites (GEO, URE 1677) Core Courses HS 1201 Medieval Europe tions course (5 creats).

## C. General Education

Sudents must take one of the following two courses GS 1120 (HEC 1301) Litestyle & Well-Being or PSY 1180 General Psych

A Students in the billowing areas are required to take FSY 180. Education Certification frogram. Nursing Der Herie Education Coxpanie affiliation student only, the following coarse where the "Institutional in Growth" requirements. HEC 1050 and 1310 [both HEC 1030 Professional Perspectives HEC 1310 Numbers

Suderta must take a course in two of the following three discipline areas Suderts who did not pass the waing competency tests and who have conspected prescribed work in ENG 1001, 1002, and 1003, must take ENG 1105, "Writing in Collegie" as one of toest sp-REDIVIDUAL IN COMMUNICATION

CMU 1321 Speaking Before Groups
DEWG 1321 Speaking Before Groups
DEWG 105 Winning in Celegia
Nucleich With demonstrate superior writing salls may unker advisement, take one of the following courses; misself of EWG 1105.
EWG 2205 Winning to be Read EWG 2205 Winning to be Read EWG 2205 Winning to be Read EWG 2205 Celegiative Willing EWG 3205 Technical Witteng

ENG 3207 Business Writing ENG 3305 Advanced Expository Writing REL 4498 Cross-Cult Communication

C REL 1700 Clariformula Acceptant (100)
LAN 1 109;
LAN

Audents must take a core course (5 credits) and an op-NOW DUTY IN SOCIETY

## Baccalaureate

## Requirements Degree

RACCAL AUREATE OUREMENTS

with published statements is not binding. Reasonable applied. Advising by University personnel inconsistent as it pertains to general education, foundation and all requested through petition to the University Registrar or minor. The quarter in which a student is accepted students through the academic advising system, the sion, academic and degree completion requirements which the major and/or minor requirements will be utilitied. Degrees are posted within one quarter after graduation requirements rests with each individual standards governing the completion of a major and Degrees are awarded and posted to transcripts based student enters serves as the official record of admisstudent appeals and exceptions of all types, see the major or minor will determine the Catalog under the last quarter of enrollment. (For processing of other general University requirements, except for by the school or department which is offering the final responsibility for meeting all academic and student. The University Catalog under which the on the date all degree requirements have been While the University makes every effort to assist substitutions for specific requirements may be Student Fundbook for details.

## Specific Requirements and Policies

A cumulative grade point average of at least 2.00 in all courses applicable to the degree.

4. A least 60 credits earned in courses numbered 3000-1999.

At least 45 credits earner in resilence as a matriculated student. Charles earner leaves manuación do not sunsign the residence requirement. If only one year is talient at Seattle Pacific University, it must be the ocutor year.

(The bast 5 coults prior to degree completion must be A cumulative grade point inversige of at least 2,00 in all courses taken at Seattle Pacific University

 Achievement of substactors con required diagnostic tests in mathematics and standard writen English or earned in residence.

Sudons are expected to declare a major at the start of their ransor year. Beckaration of major forms are available in the school or division office. Students will be matthed by the complete 8 credits in writing courses, incoming juniors are regulated to complete 5 credits, while incoming seniors are inquired to complete 3 credits. (See section on Writing completion of required remedial cause work.

8. Satisfactory completion of an academic major.

9. Incoming freshmen and septomiues are required in Courses on page §5.) 10. Students are

SPI. All degree requirements for a major or minor are based on the Caralogy year when the major or minor is derdared. For example, a student declaring a major in automa 1995, is subject to all major requirements lessed autona 1995 is subject to all major requirement in the 1995-96 Caialog. 11. Policies and procedunes for detentining date of

bacchianeate degree completion: a. A written application for a degree is to be made by

b. A transfer student with sector status must apply no later tran within the fourth week of the first quarter the student. Deadlines for applications appear under the Graduation section on page 42.

c. A student may change his/her application for a degree. If be/she wishes to change the date of degree completion or the major, the student is exponsible to notify the school or the change of the major.

Registration and Records of the change at least 12 week before the distinct degree outpetten date. A failure to meet these speculic requirements may result in a persponsement of degree completion for at

ompleted before the degree completion date.

I. Degrees will not be posted nor diplomas ordered until e. All courses required for the degree in which the student received grades of "N" or "T" must be

Specific Standards Governing the Completion of a Major

of 25 credits is required in courses numbered 3000-4999, although some programs require more. No mos-than 57 credits may be required or controlled by a school in designating requirements for a major-widnot review and approval of the Undergraduate Policics and feedbaddigs Committee. L A major requires a minimum of 45 credits. A minimum

2. A major is required for completion of either the Baches of Arts or Bachelor of Science degree

requirements state total credits, upper-division credits, prescribed courses and sapporting courses. For a list of Major requirements must be ned in full. These requirements of proficiency in depth and breadth are specified in the sections of the Catalog assigned to the various schools or departments of the University. These spinwed majors, see the section entitled Areas in

upper-division couldts in a major at Seattle Pacific. A transfer student must earn a minimum of 15.

applied to a major. The student must apply for admission and be accessed by the solated or department in which heists default Course work with a grade below "C-" (1.7) mayned in

a major must certify to the University Registrating is size has satisfacturify met the evaluative and produces The school or department in which a student complete major. This determines the Catalog under winds 50 requirements will be applied.

major. Both majors may be in a B.A. cargott of the majors in a R.S. category, or one in a B.A. caregor ...

Specific Standards Governing the Comple-

Students are not obligated to specify a minor area of study in order to receive the R.A. or R.S. degree. However, a student misst be working towards a major in order to earn a minor.

2. A minor requires a minimum of 30 credits for may not focult mere than 45 credits. A minimum of 15 credits forquired in courses introduced 3,000-4,999. Required department sections of his Cambar. For a last of approved minors was the Cambar. For a last of approved minors, see the Cambar For a last of

Applied to a ratinous.

So the current field. This determines the Catalog under which minor frequences will be applied. The action of departments will be applied. The action of departments in which a student completes a ratinor mass certify to the University Registers that howshe has 4. Commenced with a grade below "C." (1.7) will make satisfactorily nact all requirements for the minur.

Umitations on Credit Applicable Toward a

Held a from rendia dome must be lakes. Exception, likesing Washington base obtaining only as executed between Pacific Continuoli college associated between Pacific Linkwise agreement of the Continuol Pacific Linkwise associated to the Continuol Pacific Linkwise in second to the Continuol Pacific Linkwise in second to the Continuol Pacific College or institute or key limb under Credit by Exam.

A Mudent new earn up to 10 cuttle towards a baccadant page and the character of the College or institute or key limb under Credit by Exam.

A Mudent new earn up to 10 cuttle towards a baccadant page and before and packing the Uniders.

A Mudent new earn up to 10 cuttle towards a baccadant page before in skills course agreemed by the Uniders.

A Mudent new earnel in 1900 feet to course but they well to a second to the course agreement of the second to a second to the course of the second to a second to the course of the second to a second to the course of the well to the second to the course of the course of the second to the course of the course o No time than 30 credits esmed wa correspondence and to applied to a hardelox dapter. No more than 5 of these credits may be applied foward the foundations explicitly and required explicitly as the credits are required. or media courses (i.e., courses marked ".M."), inclusive of both residence and media credits — may

no appro indegraduse degre program equire-ment ar sp.i. Femposte re talong a media course in Hibical

Marzine, undergradizios schämis must hare tonior or white standing and must document prior completion o a sugulary schellund course in etiber formotastion to Commown of the instructor in register.

Subset will no saye to see a non-market and the factor and a non-market and the degree for the common of the common A replacy scheduled course in either terrossasses. Testament to obtain

Transfer Students/Foundations (See page 17 for information)

Additional Bachelor's Degree

A secural hachelor's degree may be extraed upon completion of the following conditions.

The following conditions.

If the find degree was extraed at RPH, 15 of the 45 credits required for the second degree must be taken at SPH, attalent with was as asyned at another institution by a student with west at seeing point a materialization by a SUMdent with was at seeing point a materialization by a subsection, at least 90 of the 45 credits must be extracted at

3. Astutent who has mere before been matriculated at SPU most take all 15 certiles at SPU.

2. Volumer than 15 undilet taken as a nutr-matriculated studiest may apply toward the additional bachelor's

5. At least 15 upper-division credits in the major must be

Northed requirements for the second degree must be

O An additumal degree is destinguished from multiple insigns within a single ekgree. To carn multiple within a first bachelor degree, see item 8 tusker specific Standards Governing the Completion of a by the school or department in which hesslee duclares a major. This determines the Caralog under which major 8. The student must apply for admission and be accepted

Writing Courses

Course designated as writing course, (5000 and 4000-level) offer a substantial component of writing 505 50 at 10 trunione studies cardier work in writing. At the same time, they provide instruction in the technical and stylistic orgunerators of writin on for both content ary uppropriate to a particular discipline. In these crures scusies are expected to write at least ton papers and a minimum of 8000 words or about 12 pages of final draft price. Paculty form-not only for wirst is said, but for how it is said. These courses normally provide opportunities for revision as well, o sriting, and they eve Burnters spend at least

3. Transfer students must earn a minimum of 15 credits in a minor at SP1, 10 credits of which must be in course numbered 3000, 4999.

construct as a second for the second degree, up to 15 credits may be earned prior to the grounding of the first degree, provided the credits are in excess of the first minimum issuable 180 quarter endits) required for

fulfilled. A minimum of 5 Biblical Refuge credits mus be taken at SPF, as a part of the first or the additional

Office of Registration and Records if they have not declared a major but have completed 120 or more credits at

\* SCHEDITS \*

Choose from among the following courses:

ORAL OR WRITTEN COMMUNICATION

## ICCALAUREATE GREE REMENTS

## THE FOUNDATIONS AND GENERAL EDUCATION PROGRAM

Based on the Christian Scholar-Servant Model

commit themselves on such growth. Their goal is to be effective commit themselves to such growth. Their scholars in their disciplines and in the Christian faith. They scholars in their despite sets of such and farming that commit themselves to a process of such and farming that becomes active in their lives through service to Christ. They becomes active in their lives through service to Christ. They write the student to join them, in the grant the student to join them in the grant the student to join them in the grant the student to join their joint themselves. which Christian scholars, both facilty and students, can gow in scholarship, service, and leadership. The program of foundations and general minerium at Seattle Pacific is based on this ideal of the Christian scholar servant. Such a person, whicher feedly or student, applies learning to personal clerkopment and leadership in human relationships to God, development and leadership in human relationships to God strongledge, others, and creation. The faculty members of SPU knowledge, others, and creation. Seattle Paufic University exists to provide an emironment in

The foundational requirements introduce the student to the very of understoad requirements introduce the student to the ways of understanding God and the world from the perspective ways of understanding God and the world from the perspective of the Scriptures, the world of ideas the Caristian theological of the Scriptures, and the personal experience of values and faith (radiation. and the personal experience of values and the invention and understanding the concepts of the liferal caristian of the insights an outside their own personal faith development are and probessors. Students encounter the values of the entire of introducing the formation of their relationship to God and the world. They the foundation of their relationship to God and the world. They then transfere their understanding of the Christian thought and their transfere their understanding of the Christian thought and the increase of human.

General concation requirements, which take the student from saff to sealer, provide the basic understanding of nature and nuture that equips the Christian scholar-serving for and cuture that equips the Christian scholar-serving for each factive therite in relay's world. Fits one must rencounter effective therite in relays as world. Fits one must rencounter and undividual in the process of growth. To halfful ones it greatathood, effective unexaction with others is essential. requiring well developed crummuleation skills. Having research these skills, the student is prepared to study the four horse advantages of luman requiry, scorely, nature, the fine area, and the herrary arts. To complete the process, the student must develop an understanding of how to integrate creatively must develop an understanding of how to integrate creatively.

into a society undergoing rapid change.
Accordingly, the foundations and general education
excordingly, the foundations and general education
requirements are designed to develop competencies. Diagnostic
tests measure basic children in math and ariting so that and appreciation, and the application of skills in career development. The program is specifically designed to achieve those and certain other competencies in students. These entering students can be advised into appropriate courses. The Christian scholar servant straid also be competent in decision-making, inquiry, development of aesthetic avareness abilities enable persons to become effective Christian scholars. articulating bases of the Christian faith, recognizing relation-ships between Christian faith and living, reasoning. servants, and leaders

are administered to incoming students. Exams are to be taken before or during the first week of study at the University. Students will not be permitted to University. Students will not be permitted to register the second quarter until these tests have register the second quarter until these tests have reposter the student registers for all necesser taken or the student registers are administered sary remedial coursework. The tests are administered All undergraduate students at Seattle Pactific University must demonstrate must and English compenency early in their career as typel and as a condition of graduation. Unless stipulated by their major, post-baccalaureate students are not required to their major, post-baccalaureate students are not required to take the profitzency tests. In order to determine competency during Premiere, Quest (autumn quarter student orientation), and at other times throughout the year. and axign any necessary remedial coursework, preficiency texts PROFICIENCY TESTING PROGRAM

Competency in basic mathematics is essential in our techno-logically oriented society. Students are able to demonstrate competency in basic mathematics if they meet any one of the Math Skills

following.

a. Receive a quantitative score of 500 or above on the SAT-1 is taken exam, if taken prior to April 1995. If the SAT-1 is taken April 1995 or later, a score of 500 is required.

April 1995 or later, a score of 21 or above on the ACT b. Receive a quantitative score of 21 or above on the ACT.

c. Receive a grade of C (2.0) or better in MAT 1225. Calculus, or its college equivalent. (MAT 1221, Surve) of Calculus, does not meet this requirement.) d. Receive a passing score on the University's Math

Preficiency Examination.

e. Complete all 5 credits of work in MAT 0120 at the required level of preficiency during the first year of required level of preficiency during the first year of

of weakness through work in MAT 0120 during the lins year of weakness through work in MAT 0120 during the lins year of registration Before students are permitted to take any number unstremates course, (other than MAT 0120) or any number unstremates course, they must either pass the mathematical they must either pass the mathematical through the properties of the complete the required work in MAT 0120. The mathematics competency test covers pre-high school mathematics and emphasizes problem solving. An analysis of errors is done and areas of weatness are determined. Any structor where some on this test falls below another college.

a. By scoting 500 or more on the SAT-1 wrbal test af taken Writing Skills
Compened in standard written English is essential to
becoming a liberally educated person and an able Christian
becoming a liberally educated person and an able christian
communicator. Students may demonstrate compeners in
basic writing in one of two ways.

A curl writing in one of two ways.

to, by second from the MAT test.

(L. by scoring 2.0 in more on the MAT test.

(L. by sessing the University's English Proficienty starts of by passing the University's English Profice or Examination. This test includes both a writing start of Examination. This test may be represent and a standardized test. The test may be represent prior to April 1995. b. By sporing 550 or more on the SAT-1 verbal last if take

or Written Communication general culcular requirement palone students are permitted to take the general con-core course in written communication. EVG 1105, frame College, they must demonstrate the written use of standar colege entrance levels will be required to make up the deficiency during the first year of registration at Set and some prescribed work in ENG 10.1 (10.2 and 10.3 as model as interesting a matter of the ENG 10.5 as with the set of Any student whose scons on these test fall below accepted

English rentences, accurate placement of verbs, pronouns, modificers in such sensores, and fforcive distalling for those not able to do this at satisfactory levels, as electromized by the less mentioned above, courses preliminary to the core course are required in English to build these and other writing skills. Satisfactory skill building is necessary before the students may enroll in EVG 1105. Such skill building may take from one to three or more quarters to achieve.
Sudents are required to demonstrate minimal competence

competence is certified to meet the required minimal standards for graduation. in standard written English as a coodificin of graduation.
Those failing to perform at satisfactory levels must complete
additional work in the English writing Jaboratory usuil their

## FOUNDATIONS PROGRAM (15 credits) .... 5 CREDITS

Choose from anning the following courses:
PHI 100 or PHI 3700 Path and Philisophy (5)
PHI 5540 Values, Faith and Social Issue (5) \*
PHI 5705 Ethios Theories & Issue (5) \* 1. CHRISTIAN PERSPECTIVES ....

REL 1501 Dynamics of Christian Formation (5) REL 1610 or REL 3610 Christian Biography (5)

REL. 1620 or REL. 3620 Christianity in America (5)

 Choose one introduction course (Bil. 310) Old Testarren\* of Bil. 2300 New Testarren\*) Inflowed by an appropriate, specific study 3600-level Bil. course.
 Choose Bil. 3101 Old Testament\* and Bil. 3201 New 5402 Acts: Vocation and Vision, BIL 3403 Paul and His

Opon a or b is recommended, athough any Bill course may be then for Biblical heritage chalit provided prerequisites are

Van also be taken via media. See immitations on meda Cause on page 45.

... 3 CREDITS GENERAL EDUCATION PROGRAM hove from among the following courses: BS 1301 Wellses (1831 1901 PE 1301) (3) BY 442 Psychology of Personal Growth (3) I. WELLNESS.

gy of Personal Growth (3) COMMUNICATION (3-18 credits)

The Parada marker of credits is dependent upon previous transmit or demonstrated compensory. For a list of the section of the compensor of the contract of the .. 0-15 CREDITS FOREIGN LANGUAGE COMPETENCY

The Son Nave College Instance congression of the College of the Co Perfect of Pipilwering and RNB strakens are not required to the first head inspirate courses. Students entering SPU with an AA stray in earlier with Nate College Transfer Program or Central and American Incidents.

"See Innitations on media courses on page 45.

Writing-M (5) \* [Writing course] ENG 3305 Advanced Expusion;

Writing (3) [Writing course]

... 5 CREDITS Choose from among the following courses: GEO 3170 Geopolitics (POL 3170) (5) 3. SOCIAL SCIENCES (15 credits) SOCIAL SCIENCE INTEGRATION

POL 1120 American Gove & Politics (5)
POL 239 International Relations (5)
SIS 1110 Solf & Society (5)
SIS 117 Nature of Cuites (5)
SIS 177 Nature of Cuites (5)
SIS 1710 Coaffict & Change in the Third World (5)

SOCIAL SCIENCE INTRODUCTIONS .... 5 CREDITS

Choose from among the following courses: ANT 1110 General Authropology (5) ECX 1100 Fundamentals of Econ (5)

ECN 2101 Marneconomics (5)\*
ECN 2102 Marroccusomics (5)\*
POL 1110 Intro to Politics (5)
PSY 1180 General Psych (5)
SOC 1110 Intro to Socialoge (5)
SOS 2510 or SOS 4510 Foundations of Social Service (5)

Must take both to fulfill category requirements.

CONTEXTS FOR SOCIETY: HISTORY/GEOGRAPHY.

.... 5 CREDITS

Choese from aneang the following courses: GEO 1110 World Regional Geography (5)

GEO 2307 Exernentic Geography (EQN 2207) (5)
GEO 3305 (tyben & Regional Planning (5) [Writing course]
GEO 3305 (tyben & Regional Planning (5) [Writing course]
HIS 1207 Modern Europe (5)\*
HIS 1201 Modern Europe (5)\*
HIS 340 Modern Gibbal Systems (5)\*
HIS 340 Modern Gibbal Systems (5)
HIS 340 The U.S. Harry (5)
HIS 350 The U.S. Harry (5)
HIS 350 The U.S. Harry (6)
HIS 350 The U.S. Harry (6)
HIS 350 The U.S. Harry (6)
HIS 355 Modern Russia (PDI 3450 (5) [Writing course]
HIS 3440 In Il Peace & World Order (POL 3440) (5)
HIS 3501 Colonial & Revolutionary

(POL 3670) (5) [Weting course] HIS 3720 Rise of Islamic Civilization (5) [Wetting course] America (5) [Writing course] Ht5 3670 American Foreign Relations

 Can also be taken ora media. See innitations on metho courses on page 45.

## 4. NATURAL SCIENCES (15 credits) BACCALAUREATE DEGREE BENIME REMENTS

For education perfification students in by: Edikd 4516 (5) Children's Books may be taken toward options credit.

5 CREDITS 

Chemistry (5 each)

CHM 2330 Organic & Biological Chemistry (5)
NMS 1110 Intro to Nature of Science (5)
NMS 1150 Intro to Geology (5)
NMS 1150 Inte to Geology (5)
PHY 1101, PHY 1102, PHY 1103 Ceneral Physics (5 each)
PHY 1121, PHY 1122, PHY 1123 Physics for

.... 5 CREDITS Sci & Engineering (5 each) QUANTITATIVE REASONING...

Chaose from among the following ocuroes:

BIS 2700 State for Ras & Paris (5)

BIS 2700 State for Ras & Paris (5)

BIS 2604 Biomedical Tass. Measurements & Statistics, (5)

MAT 1221 Starvey of Calcinius (5)

MAT 1225 Calcinius (5)

MAT 1221 Intro to Contemporary Mails (5)

MAT 1221 Intro to Contemporary Mails (5)

MAT 2531 Starvey of Maleiramine (15)\*

MAT 2533. Survey of Maleiramine (15)\*

SOC 2360 Intro to Statistics its SSS (PSY 2460) (5)

"And take histo to falfill category requirements, only for students who complete Educatem Phase I,

...... 5 CREDITS Choose from among the following courses:

EUR 1110 Recitage of Europe (5)

HUM 1110 Indistinal in the Literary World (5)

HUM 3110 Indistinal in the Literary World-M (5)

See theretations on media consists on Juge 45.

.... 5 CREDITS  CLA 770 Classical (William) (5)
ENG 2255, Stauss of Fath in Eld (5)
ENG 2256, Literalize by Worster (5)
ENG 2256, Nationage or Film (5) [Weiting course]
ENG 2256 Nationage and Film (5) [Weiting course]
ENG 2256 Nationage Illustic (2) (5) [Willing course]
ENG 2357 Classics of Engler (2) (5) [Willing course]
ILM (5) [Willing course]

FRE 3205 Topics in French (5) GER 2101, 2102, 2105 Das Sweite Jahr (5 earth) GER 3205 Tropics in German Language and 7103 Nivers Internsed (5 each)

HOW \$287 Althology in Lit (5) [Waiting course]
Say 2101, 2102, 3103 Internited Spanish (5 each)
Say 401 Togles in Spanish Unramine (5)
TRE 2420 Thearine & Penna: Tragely (5) \*
TRE 2421 Thearine & Penna: Campuly (5) \*

"RE 2420 and TRE 2421 may be taken for options out next tool be under either Librations or Fine Arts options but may not be used for credit in both

THE FINE ARTS.

Students are required to refect courses from both Fine Arts
categories with a infrument of 5 reedits and a maximum of 8.

creeble from the force certification the Core certification the Core of the Course of Choose from among the following courses:

ART 1188 The Would have (3)\*

ART 1181 The Would have (3)\*

EUR 5100 Foundations of European Art (3)

FPA 1101 Arts in American Calture (3)\*

FPA 1111 Arts in American Calture (4)\*

FPA 1111 Arts in American Calture (4)\*

FPA 4100 Arts in American Calture (5)\*

FPA 410 Arts in American Calture (5)\*

FPA 410 Arts in American Calture (5)\*

FPA 5100 Arts in Englishment Eart (5)\*

FPA 5100 Arts in Present Masse (5)\*

FPA 5100 Arts in Fallightent Eart (5)\*

FPA 5100 Arts in Fallightent Eart (5)\*

FPA 5100 Arts in Fallian (5)\* ... 5 CREDITS

Wast take both keture and lab simultaneously to judfill calegory requirements. FINE ARTS OPTIONS .... MINIMUM OF 5 CREDITS

In Take a profession to and actions a possing rating in a language other than forgists. The test should be administered by a qualified testing senier such as a Chiege or university and the results sent to the Office of Registration and Roccars. If the less is not administered white in the administered white in the secondary the senior of the senior senior the criteria for white in a passing rating shootid accompany the

Groose from arrivest the following courses:
ART 102, ART 103, ART 104 Prawing Studio (5 each)
ART 242, Staff 103, ART 104 Prawing Studio (5 each)
ART 242, Staff 103, ART 104, Staff 104, S

Take of CLP text in a longuage other than English. A Sont in the SUh percentile on a CLEP test is the minimum accepted by SPU.

Fines SPU with Alkanood Placement Credits in a

language other than English

American Sign Language (ALS) which has been taken At the college or university level may be used to falfill

MIS 540 Masic & Warship (2)
MIS 540 Maric of Opera (3)
MIS 540 Maric of Opera (3)
MIS 460 Maric of Thestian Art (5)
MIS 4461 Stong of the Charthr (3)
PH 478 Aschbeitzs Art & Ruman Yaltuse (5)
THE 130 Movement for Performing Arbit (7)
THE 130 Movement for Performing Arbit (7)
THE 1930, THE 3590 Performance Prediction (2)
THE 1931, THE 3591 Poduction Prediction (2)
THE 2420 Thestire & Duran Tragely (5)
THE 2421 Thestire & Duran Tragely (5)
THE 2421 Thestire & Duran Tragely (5)

May be repeated for up to 3 credits.

\*\*Reg 25/20 and TRE 24/21 may be taken for options.

\*\*archer either Unauture or Fine Arts but may wit be tool oresid to both.

## Former Foundations And General Education Requirements

A new general chroation program want isto offert starting 1991, For statistics matriculated under those earlier course current is unable to research to agrove substitute courself to agricultural Students in may deeply or exchange to become climinated. Students may apply or exchange any foundation or indegradance Pedra and Fedhandro Committee for any past or substitute or the starting of the star For many students the General Education foreign language course-the properties and several admirative ways of meeting this requirement lettle be used by taking a one wear this requirement lettle beauth admirative ways of meeting L. Show by your inflat school teamscript that you have compelled a think jear course the a trappege (grade 9, 12) with a minimum gamb of C. [2, 6] in the final year, a few a state of the service of the state of the state of the state of the service of the s Elementury obsession certification students may take MIS 5508 Pundamentals of Music for Pitture Teachers (2), MIS 3501 Elem Melt & Materials (3), or MIS 5502 Music in Special Ed (3) toward Fine Are civili.

BACCALAUREATE DEGREE REQUIREMENTS

Graduation Requirements Checklist

Students may wish to track their progress soward graduation by being fact, unterliefly grade reports, along with the General appropriate completed socials of the challog, said filling out the closelists on the following page. Transfer a course equivalent to, it inter-advanced than, 1180, then it in an elementar-feet 800 course) in a fanguage doer that Reight, The course mast lose been taken an accordant pass exceeding self-and than the man accordant pass exceeding 1871. The grade in the transfer of transfer by the self-and the transfer of the self-and the transfer of the self-and the transfer of the self-and the s

Mee The improves offered through the regular corriculum as 200 are feared. Garnen, Latin, finiskan and spanies, offered the spanies for offered by through the thissan of featurang the finishes will the washington Anderso the SPU foreign amounts were may be used to fulfill in closecour instruction is equal in the time apen in closecour instruction is equal in the 15 cm/ll. In the 18 cm/ll. In th Approx. Astellar visiting to meet the GP language than entering a compensate of the first part of the replaced to controller with the assessed a feet of the replaced controller. with hydrof the resident correction was no asset by a transfer for the tast in a language not cought at SPP.

Which stockes with carrent properties that the con-tones of debility and chart teidestes the inshifty to every mind, or as a study of a foreign largeage, may be to make the Freety's Largeage Schellthorn Polisy's as the may be using the general obtained foreign largeage and the control of the control of the control of the control of the results of the Carlier for Special Populations for Poreign Language Substitution Policy for bouncaited Disability

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## **Current SPU Catalog**

## All writing-related undergraduate requirements

### Writing Competency

Prior to their first quarter at SPU, students coming directly from high school will have a writing score assigned them based on pre-college indicators.

**Note:** English composition credits awarded for AP, CLEP, and IB exams will exempt students from having a writing score assigned, as will credit awarded for a college composition course in which a grade of at least C [2.0] is earned.

Transfer students who have not already taken and passed, with a grade of C(2.0) or better, a college-level composition course must take the English Placement Test. To do so, they may contact the <u>English Department</u> at 206-281-2036 to arrange testing. Students will not be permitted to register for their second quarter at SPU until the English Placement Test has been taken.

- Students whose scores indicate that they can write minimally at the college level but need a writing course in order to succeed in college will be required to take ENG 2201 Intermediate College Writing.
- Students whose score indicates they do not yet write on the college level will be required to enroll in a designated section of ENG 2201 Intermediate College Writing and simultaneously to work with a tutor in the Writing Center.

All required coursework in writing must be completed by the end of a student's first three quarters at SPU.
Writing ("W") Courses Courses designated as writing courses (3000- and 4000-level) offer a substantial component of writing designed to reinforce
students' earlier work in writing. At the same time, they provide instruction in the technical and stylistic requirements of writing appropriate to a particular discipline.
In these courses, students are expected to write at least two papers and a minimum of 3,000 words or about 12 pages or had draft prose. Faculty members spend at least one class period providing instruction in writing, and they evaluate written work for both content and form — not only for what is said, but also for how it is said. These courses normally provide opportunitie for revision as well.

## **USEM 1000:**

This seminar introduces first-year college students to the liberal arts at a Christian university through the investigation of a special topic. Students will write, speak, and practice critical thinking, participate in group projects, and use electronic and print learning resources. As an introduction to university life, the seminar helps students explore the meaning of Christian vocation and develop a love of learning. Seminar instructors will serve as faculty advisor to students in their seminar through the freshman year. Descriptions of particular seminars are available in the yearly class schedule.

## **All Current SPU College Writing Courses**

### ENG 2201: Intermediate College Writing (3)

Prerequisite: Score of two, three or four in Writing Placement. Improves upon elementary college-writing skills through readings, discussion, and the assignment of writing tasks typically found in college coursework. Tutorial sessions in the Writing Center may be required.

Attributes: Writing Skills Competency

### ENG 3301: Advanced Expository Writing (3)

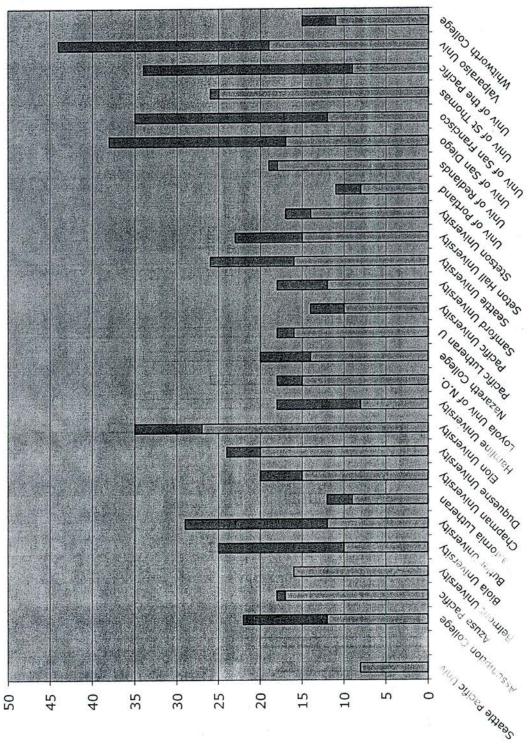
Prerequisite: ENG 2201 or score of five to six in Writing Placement. Moves students beyond the academic essay and shows them techniques for addressing an audience beyond the academy. Focuses on the exploratory, open-ended essay as a lens for examining topics chosen by students in consultation with the instructor.

Attributes: Upper-Division, Writing "W" Course, Writing Skills Competency

Typical Writing Faculty Staffing at Peer and Comparable Universities

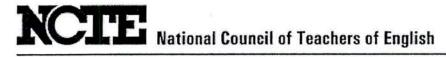
Peer Institution Comparison					
ENGLISH (2008)	total UG	all-student writing req?	English regular FT faculty	English writing faculty	
Seattle Pacific Univ	3007	no	80	1000	0
11-0					í.
Assumption College	2172	yes	12	U K	10 1000
Azusa Pacific	4858	Ves	17		1 lecturer, visiting instructor
Belmont University	4174	ves	16		L lecturer
Biola University	3657	ves	100		
Butler University	3825	ves	, F		
California Lutheran	2196	ves /	71		
Chapman University	3864	ves	, t		
Duquesne University	5907	VAS	2 6		
Elon University	4992	yes	70		4 instructor
Hamline University	1959	201	/7		
Loyola Univ of N.O.	2980	753	∞ ι		
Nazareth College	2167	yes	15		
Pacific Lutheran U	3349	500	14		6 lecturer
Pacific University	1500	yes	16		2 lecturer
Samford University	2715	, des	10		
Seattle University	4160	752	12		6 4 visiting asst prof, 2 instructor
Seton Hall University	5300	yes	16		
Stetson University	2260	Vec	15		
Univ of Portland	2997	"emboddod"	14		
Univ of Redlands	2450	nannaniia	∞ (		3 lecturer, adjunct instructor
Univ of San Diego	5119	200	Σ !		
Univ of San Francisco	5477	yes	17		
Univ of St Thomas	6164	200	77		23 PT instructor
Univ of the Pacific	3457	yes	25		1 instructor
Valparaiso Univ	4000	yes	o (		
Whitworth College	2394		F. 1		25 core faculty from across university
		•	11		4 lecturer, adjunct instructor
		AVERAGE=	15		8





Faculty

## Disciplinary Standards and Recommendations for University Writing Programs



A Professional Association of Educators in English Studies, Literacy, and Language Arts

## Issue Brief: Writing Programs

Joseph Janangelo
Loyola University of Chicago

jjanang@luc.edu [mailto:jjanang@luc.edu]

Writing Programs are physical and online spaces that help students write effectively for audiences both within and beyond the academy, develop their abilities as rhetors, and do their best work by composing and revising texts based on academic and self-sponsored literacy projects. The National Council of Writing Program Administrators (CWPA) represents teachers and researchers whose teaching and scholarship focus on intellectual and pedagogical aspects of writing programs and their administration. Its goal is to provide resources, support, and services on matters attendant to the administration of writing programs. Writing programs, for CWPA's purposes, specifically include all writing-across-the-disciplines programs, writing centers, and writing courses with multiple sections.

## **Leading Journals**

Assessing Writing: An International Journal <a href="http://www.elsevier.com/wps/find/journaldescription.authors/620369">http://www.elsevier.com/wps/find/journaldescription.authors/620369</a>
/description#description [http://www.elsevier.com/wps/find/journaldescription.authors/620369/description#description]

College Composition and Communication <a href="http://www1.ncte.org/store/journals/105392.htm">http://www1.ncte.org/store/journals/105392.htm</a> [http://www1.ncte.org/store/journals/105392.htm]

College English http://www.ncte.org/journals/ce [http://www.ncte.org/journals/ce]

Computers and Composition <a href="http://computersandcomposition.osu.edu">http://computersandcomposition.osu.edu</a> [http://computersandcomposition.osu.edu]

Computers and Composition Online http://www.bgsu.edu/cconline/home.htm [http://www.bgsu.edu/cconline/home.htm]

Journal of Second Language Writing <a href="http://www.jslw.org">http://www.jslw.org</a> [http://www.jslw.org]

Journal of Teaching Writing http://www.iupui.edu/~jtw/ [http://www.iupui.edu/~jtw/]

Kairos A Journal of Rhetoric, Technology, and Pedagogy http://english.ttu.edu/Kairos/[http://english.ttu.edu/Kairos/]

Teaching English in The Two-Year College Journal <a href="http://www1.ncte.org/store/journals/college/105397.htm">http://www1.ncte.org/store/journals/college/105397.htm</a> [http://www1.ncte.org/store/journals/college/105397.htm]

WPA; Writing Program Administration <a href="http://www.wpacouncil.org/journal/index.html">http://www.wpacouncil.org/journal/index.html</a> [http://www.wpacouncil.org/journal/index.html]

Writing Center Journal http://www.english.udel.edu/wcj/ [http://www.english.udel.edu/wcj/]

Young Scholars in Writing <a href="http://www.bk.psu.edu/Academics/Degrees/26432.htm">http://www.bk.psu.edu/Academics/Degrees/26432.htm</a> [http://www.bk.psu.edu/Academics/Degrees/26432.htm</a> [http://www.bk.psu.edu/Academics/Degrees/26432.htm]

## Relevant Organizations

American Association of University Professors <a href="http://www.aaup.org/aaup">http://www.aaup.org/aaup</a>

Association of American Colleges and Universities <a href="http://www.aacu.org">http://www.aacu.org</a> [http://www.aacu.org]

CCCC Committee on Second Language Writing <a href="http://www.ncte.org/cccc/committees/secondlang">http://www.ncte.org/cccc/committees/secondlang</a> [http://www.ncte.org/cccc/committees/secondlang]

Council of Writing Program Administrators http://wpacouncil.org [http://wpacouncil.org]

Electronic Portfolio Action and Communication <a href="http://epac.pbworks.com">http://epac.pbworks.com</a> [http://epac.pbworks.com]

International Writing Centers Association http://writingcenters.org [http://writingcenters.org]

National Council of Teachers of English <a href="http://www.ncte.org">http://www.ncte.org</a> [http://www.ncte.org]

National Writing Project <a href="http://www.nwp.org">http://www.nwp.org</a> [http://www.nwp.org]

NCTE Assembly on Computers in English http://aceworkshop.org [http://aceworkshop.org]

Two-Year College English Association <a href="http://www.ncte.org/tyca/membership">http://www.ncte.org/tyca/membership</a>]

## **Relevant Web Sites**

CompPile <a href="http://comppile.org/search/comppile">http://comppile.org/search/comppile</a> main search.php [http://comppile.org/search/comppile main search.php]

WPA Network for Media Action http://www.wpacouncil.org/nma [http://www.wpacouncil.org/nma]

National Conversation on Writing <a href="http://ncow.org/site/">http://ncow.org/site/</a>]

The WAC Clearing House <a href="http://wac.colostate.edu">http://wac.colostate.edu</a>]

## Relevant Email Discussion Lists

Symposium on Second Language Writing <a href="http://sslw.asu.edu">http://sslw.asu.edu</a> [http://sslw.asu.edu]

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A statement on an education issue approved by the CCCC Executive Committee

## Writing Assessment: A Position Statement

Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009)

## Introduction

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Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs—to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles to insure that they are valid, fair, and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

In spite of the diverse uses to which writing assessment is put, the general principles undergirding it are similar:

Assessments of written literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all the participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices.

## **Guiding Principles for Assessment**

1. Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.

As a result...

- A. Best assessment practice is informed by pedagogical and curricular goals, which are in turn formatively affected by the assessment. Teachers or administrators designing assessments should ground the assessment in the classroom, program or departmental context. The goals or outcomes assessed should lead to assessment data which is fed back to those involved with the regular activities assessed so that assessment results may be used to make changes in practice.
- B. Best assessment practice is undertaken in response to local goals, not external pressures. Even when external forces require assessment, the local community must assert control of the assessment process, including selection of the assessment instrument and criteria.
- **C.** Best assessment practice provides regular professional development opportunities. Colleges, universities, and secondary schools should make use of assessments as opportunities for professional development and for the exchange of information about student abilities and institutional expectations.
- 2. Writing is by definition social. Learning to write entails learning to accomplish a range of purposes for a range of audiences in a range of settings.

As a result...

A. Best assessment practice engages students in contextualized, meaningful writing. The assessment of writing must strive to set up writing tasks and situations that identify purposes appropriate to and appealing to the

particular students being tested. Additionally, assessment must be contextualized in terms of why, where, and for what purpose it is being undertaken; this context must also be clear to the students being assessed and to all stakeholders.

- B. Best assessment practice supports and harmonizes with what practice and research have demonstrated to be effective ways of teaching writing. What is easiest to measure—often by means of a multiple choice test—may correspond least to good writing; choosing a correct response from a set of possible answers is not composing. As important, just asking students to write does not make the assessment instrument a good one. Essay tests that ask students to form and articulate opinions about some important issue, for instance, without time to reflect, talk to others, read on the subject, revise, and have a human audience promote distorted notions of what writing is. They also encourage poor teaching and little learning. Even teachers who recognize and employ the methods used by real writers in working with students can find their best efforts undercut by assessments such as these.
- C. Best assessment practice is direct assessment by human readers. Assessment that isolates students and forbids discussion and feedback from others conflicts with what we know about language use and the benefits of social interaction during the writing process; it also is out of step with much classroom practice. Direct assessment in the classroom should provide response that serves formative purposes, helping writers develop and shape ideas, as well as organize, craft sentences, and edit. As stated by the CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments, "we oppose the use of machine-scored writing in the assessment of writing." Automated assessment programs do not respond as human readers. While they may promise consistency, they distort the very nature of writing as a complex and context-rich interaction between people. They simplify writing in ways that can mislead writers to focus more on structure and grammar than on what they are saying by using a given structure and style.
- 3. Any individual's writing ability is a sum of a variety of skills employed in a diversity of contexts, and individual ability fluctuates unevenly among these varieties.

As a result...

- A. Best assessment practice uses multiple measures. One piece of writing—even if it is generated under the most desirable conditions—can never serve as an indicator of overall writing ability, particularly for high-stakes decisions. Ideally, writing ability must be assessed by more than one piece of writing, in more than one genre, written on different occasions, for different audiences, and responded to and evaluated by multiple readers as part of a substantial and sustained writing process.
- B. Best assessment practice respects language variety and diversity and assesses writing on the basis of effectiveness for readers, acknowledging that as purposes vary, criteria will as well. Standardized tests that rely more on identifying grammatical and stylistic errors than authentic rhetorical choices disadvantage students whose home dialect is not the dominant dialect. Assessing authentic acts of writing simultaneously raises performance standards and provides multiple avenues to success. Thus students are not arbitrarily punished for linguistic differences that in some contexts make them more, not less, effective communicators. Furthermore, assessments that are keyed closely to an American cultural context may disadvantage second language writers. The CCCC Statement on Second Language Writing and Writers calls on us "to recognize the regular presence of second-language writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural needs." Best assessment practice responds to this call by creating assessments that are sensitive to the language varieties in use among the local population and sensitive to the context-specific outcomes being assessed.
- C. Best assessment practice includes assessment by peers, instructors, and the student writer himself or herself. Valid assessment requires combining multiple perspectives on a performance and generating an overall assessment out of the combined descriptions of those multiple perspectives. As a result, assessments should include formative and summative assessments from all these kinds of readers. Reflection by the writer on her or his own writing processes and performances holds particular promise as a way of generating knowledge about writing and increasing the ability to write successfully.

4. Perceptions of writing are shaped by the methods and criteria used to assess writing.

As a result...

- A. The methods and criteria that readers use to assess writing should be locally developed, deriving from the particular context and purposes for the writing being assessed. The individual writing program, institution, or consortium, should be recognized as a community of interpreters whose knowledge of context and purpose is integral to the assessment. There is no test which can be used in all environments for all purposes, and the best assessment for any group of students must be locally determined and may well be locally designed.
- B. Best assessment practice clearly communicates what is valued and expected, and does not distort the nature of writing or writing practices. If ability to compose for various audiences is valued, then an assessment will assess this capability. For other contexts and purposes, other writing abilities might be valued, for instance, to develop a position on the basis of reading multiple sources or to compose a multi-media piece, using text and images. Values and purposes should drive assessment, not the reverse. A corollary to this statement is that assessment practices and criteria should change as conceptions of texts and values change.
- C. Best assessment practice enables students to demonstrate what they do well in writing. Standardized tests tend to focus on readily accessed features of the language (grammatical correctness, stylistic choices) and on error rather than on the appropriateness of the rhetorical choices that have been made. Consequently, the outcome of such assessments is negative: students are said to demonstrate what they do wrong with language rather than what they do well. Quality assessments will provide the opportunity for students to demonstrate the ways they can write, displaying the strategies or skills taught in the relevant environment.
- 5. Assessment programs should be solidly grounded in the latest research on learning, writing, and assessment.

As a result...

- A. Best assessment practice results from careful consideration of the costs and benefits of the range of available approaches. It may be tempting to choose an inexpensive, quick assessment, but decision-makers should consider the impact of assessment methods on students, faculty, and programs. The return on investment from the direct assessment of writing by instructor-evaluators includes student learning, professional development of faculty, and program development. These benefits far outweigh the presumed benefits of cost, speed, and simplicity that machine scoring might seem to promise.
- B. Best assessment practice is continually under review and subject to change by well-informed faculty, administrators, and legislators. Anyone charged with the responsibility of designing an assessment program must be cognizant of the relevant research and must stay abreast of developments in the field. The theory and practice of writing assessment is continually informed by significant publications in professional journals and by presentations at regional and national conferences. The easy availability of this research to practitioners makes ignorance of its content reprehensible.

## **Applications to Assessment Settings**

The guiding principles apply to assessment conducting in any setting. In addition, we offer the following guidelines for situations that may be encountered in specific settings.

## Assessment in the Classroom

In a course context, writing assessment should be part of the highly social activity within the community of faculty and students in the class. This social activity includes:

- a period of ungraded work (prior to the completion of graded work) that receives response from multiple readers, including peer reviewers,
- · assessment of texts—from initial through to final drafts—by human readers, and
- more than one opportunity to demonstrate outcomes.

Self-assessment should also be encouraged. Assessment practices and criteria should match the particular kind of text being created and its purpose. These criteria should be clearly communicated to students in advance so that the students can be guided by the criteria while writing.

### Assessment for Placement

Placement criteria in the most responsible programs will be clearly connected to any differences in the available courses. Experienced instructor-evaluators can most effectively make a judgment regarding which course would best serve each student's needs and assign each student to the appropriate course. If scoring systems are used, scores should derive from criteria that grow out of the work of the courses into which students are being placed.

Decision-makers should carefully weigh the educational costs and benefits of timed tests, portfolios, directed self placement, etc. In the minds of those assessed, each of these methods implicitly establishes its value over that of others, so the first impact is likely to be on what students come to believe about writing. For example, timed writing may suggest to students that writing always cramps one for time and that real writing is always a test. Machine-scored tests may focus students on error-correction rather than on effective communication. In contrast, the value of portfolio assessment is that it honors the processes by which writers develop their ideas and re-negotiate how their communications are heard within a language community.

Students should have the right to weigh in on their assessment, Self-placement without direction may become merely a right to fail, whereas *directed* self-placement, either alone or in combination with other methods, provides not only useful information but also involves and invests the student in making effective life decisions.

If for financial or even programmatic reasons the initial method of placement is somewhat reductive, instructors of record should create an opportunity early in the semester to review and change students' placement assignments, and uniform procedures should be established to facilitate the easy re-placement of improperly placed students. Even when the placement process entails direct assessment of writing, the system should accommodate the possibility of improper placement. If assessment employs machine scoring, whether of actual writing or of items designed to elicit error, it is particularly essential that every effort be made through statistical verification to see that students, individually and collectively, are placed in courses that can appropriately address their skills and abilities.

Placement processes should be continually assessed and revised in accord with course content and overall program goals. This is especially important when machine-scored assessments are used. Using methods that are employed uniformly, teachers of record should verify that students are appropriately placed. If students are placed according to scores on such tests, the ranges of placement must be revisited regularly to accommodate changes in curricula and shifts in the abilities of the student population.

## **Assessment of Proficiency**

Proficiency or exit assessment involves high stakes for students. In this context, assessments that make use of substantial and sustained writing processes are especially important.

Judgments of proficiency must also be made on the basis of performances in multiple and varied writing situations (for example, a variety of topics, audiences, purposes, genres).

The assessment criteria should be clearly connected to desired outcomes. When proficiency is being determined, the assessment should be informed by such things as the core abilities adopted by the institution, the course outcomes established for a program, and/or the stated outcomes of a single course or class. Assessments that do not address such outcomes lack validity in determining proficiency.

The higher the stakes, the more important it is that assessment be direct rather than indirect, based on actual writing rather than on answers on multiple-choice tests, and evaluated by people involved in the instruction of the student rather than via machine scoring. To evaluate the proficiency of a writer on other criteria than multiple writing tasks and situations is essentially disrespectful of the writer.

## **Assessment of Programs**

Program assessment refers to evaluations of performance in a large group, such as students in a multi-section course or majors graduating from a department. Because assessment offers information about student performance and the factors which affect that performance, it is an important way for programs or departments to monitor and develop their practice.

Programs and departments should see themselves as communities of professionals whose assessment activities reveal common values, provide opportunities for inquiry and debate about unsettled issues, and communicate measures of effectiveness to those inside and outside the program. Members of the community are in the best position to guide decisions about what assessments will best inform that community. It is important to bear in mind that random sampling of students can often provide large-scale information and that regular assessment should affect practice.

## Assessment for School Admission

Admissions tests are not only high stakes for students, they are also an extremely important component for educational institutions determining if they and a student are an appropriate match. Consequently, where students' writing ability is a factor in the admissions decision, the writing assessments should consist of direct measures of actual writing. Moreover, the assessment should consist of multiple writing tasks and should allow sufficient time for a student to engage in all stages of the writing process.

Assessments should be appropriate to educational institutions' distinctive missions and student populations, although similar institutions may collaborate to create assessments. Assessment should be developed in consultation with high school writing teachers.

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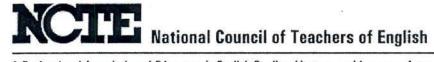
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A Professional Association of Educators in English Studies, Literacy, and Language Arts



# Standards for the Assessment of Reading and Writing, Revised Edition (2009)

Quality assessment is a process of inquiry. It requires gathering information and setting conditions so that the classroom, school, and community become centers of inquiry where students, teachers, and other stakeholders can examine their learning—individually and collaboratively—and find ways to improve their practice.

In Fall 2007, the National Council of Teachers of English and the International Reading Association

[http://www.reading.org] appointed a Joint Task Force on Assessment to update the Standards for the Assessment of Reading and Writing, originally published by the two organizations in 1994. The revised document aims to improve the quality of assessment by providing standards to guide decisions about assessing the teaching and learning of literacy in 21st-century classrooms.

The standards rest on understandings about assessment, language, and literacy generated by research over the past 40 years. A brief conceptual framework is presented in the introduction. Each standard, accessible from the links below and from links in the left menu, opens with a brief explanatory paragraph, followed by an expanded discussion of the standard. The document also includes brief case studies that make the implications of the standards concrete.

The document is also available for purchase in book form. [https://secure.ncte.org/store/assessment-standards-revised]

Introduction [http://www.ncte.org/standards/assessmentstandards/introduction]

#### The Standards

- 1. The interests of the student are paramount in assessment [http://www.ncte.org/standards/assessmentstandards/standard1].
- 2. The teacher is the most important agent of assessment. [http://www.ncte.org/standards/assessmentstandards/standard2]
- 3. The primary purpose of assessment is to improve teaching and learning. [http://www.ncte.org/standards/assessmentstandards/standard3]
- 4. <u>Assessment must reflect and allow for critical inquiry into curriculum and instruction. [http://www.ncte.org/standards/assessmentstandards/standard4]</u>
- Assessment must recognize and reflect the intellectually and socially complex nature of reading and writing and the important roles of school, home, and society in literacy development. [http://www.ncte.org/standards/assessmentstandards/standard5]
- 6. Assessment must be fair and equitable. [http://www.ncte.org/standards/assessmentstandards/standard6]
- 7. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment. [http://www.ncte.org/standards/assessmentstandards/standard7]
- 8. The assessment process should involve multiple perspectives and sources of data. [http://www.ncte.org/standards/assessmentstandards/standard8]
- 9. <u>Assessment must be based in the local school learning community, including active and essential participation of families and community members. [http://www.ncte.org/standards/assessmentstandards/standard9]</u>

- 10. All stakeholders in the educational community—students, families, teachers, administrators, policymakers, and the public—must have an equal voice in the development, interpretation, and reporting of assessment information.

  [http://www.ncte.org/standards/assessmentstandards/standard10]
- 11. <u>Families must be involved as active, essential participants in the assessment process. [http://www.ncte.org/standards/assessmentstandards/standard11]</u>

Case Studies 1 & 2: National Monitoring of Education [http://www.ncte.org/standards/assessmentstandards/casestudiesa]

<u>Case Studies 3 & 4: School and Classroom Assessments: Response to Intervention in the United States</u>
[http://www.ncte.org/standards/assessmentstandards/casestudiesb]

Glossary [http://www.ncte.org/standards/assessmentstandards/glossary]

Members of the NCTE-IRA Joint Task Force on Assessment

[http://www.ncte.org/standards/assessmentstandards/taskforce]

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Posted By: Anonymous User on 3/16/2010 11:02:19 AM

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# Appendix 2 Version 1

# Appendix 200

#### **SPU Task Force for Cultural Engagement**

#### **Recommendation to Curriculum Committee 2013**

By request of the 2012-13 Curriculum Committee, the SPU Task Force for Cultural Engagement is as follows:

Brian Chin, Chair, Representative from Curriculum Committee
Susan Casey, Representative from Assessment Committee
Brian Bantum, Representative from Diversity Committee
Dominique Garcia and/or Emmanuel Mancilla, Representatives from ASSP
Debra Sequeira, Associate Dean CAS
Cindy Price, Associate Vice President for Academic Affairs

In response to the UPEC motion of May, 2012 to recommend practical ways to implement a cultural component into the general curriculum;

To address the SPU Undergraduate Degree Program Learning Outcomes initiative (approved May, 2005), toward Becoming People of Wisdom through Competence, Model Graced-Filled Community, and Character Formation;

We, the SPU Task Force for Cultural Engagement, used the following as guiding principles:

- Philosophically, approach cultural growth as a life-long journey and thereby the Cultural Engagement curriculum as a series of points on a longer (necessary) journey;
- 2. Integrate CE as a thread throughout the student's experience at SPU;
- 3. Establish a credit or equivalency requirement for graduation;
- 4. Primarily utilize existing or redesigned courses;
- 5. Must be non-credit additive:
- 6. Must provide adequate options for all students in all disciplines.

We, the SPU Task Force for Cultural Engagement, make the following six recommendations:

- 1. Mission Statement
- 2. Rubric
- 3. Integration

Part I: CE requirement
Part II: Core Curriculum

- 4. Student Life
- 5. Institutional Support

#### 1. Adopt the following mission statement:

The Cultural Engagement Curriculum addresses the multicultural reality of our current local-global society. These courses have the aim of fostering cognitive, affective, behavioral, and Christian transformation that can be cultivated throughout life toward becoming people of wisdom.

- 2. Adopt the attached *Cultural Engagement Values Rubric for Seattle Pacific University.*
- 3. Integrate *Cultural Engagement* components into the curriculum as a thread woven into the student experience.

#### Part I: Cultural Engagement requirement for all students

#### **Proposed Requirement**

8 *CE* credits required for graduation; (or up to 5 CE credits equivalency of approved hours)

5 *CE* credits required for junior transfers. (or up to 5 CE credits equivalency of approved hours)

Students can meet this requirement from the following menu:

- 1. Classes
  - Ways of Engaging classes that carry the CE label
  - Ways of Knowing classes that carry the CE label
  - USEM sections that carry the CE label
  - Any classes that carry the *CE* label
  - Foreign Language classes from the second and third year that carry the *CE* label
- 2. Study Away/Abroad courses that carry the CE label
- 3. SPU Sponsored Programs such as:
  - Perkins Internships
  - In Context (through Multicultural Programs)
  - Sprint Program
  - Urban Plunge

(Approved hours convert at the standard 10hrs/1Cr)

Cultural Engagement Course Criteria:

- a. Includes a direct experience, or encounter, with intercultural or crosscultural material
- b. Learning objectives will address a minimum of three elements from the *CE Rubric*
- c. Expectation of faculty development for all professors of CE courses

#### Part II: Local-Global Cultural Engagement in the Core Sequence

#### A. USEM

Provide *CE* certified and labeled courses as an option. Year one will start with ten sections on a trial basis rooted in *CE*.

#### B. Common Curriculum

Weave Learning Objectives addressing Local-Global Cultural Engagement components throughout the Common Curriculum. This integral component is separate from the above *CE Requirement*.

Two Examples from the current Common Curriculum

#### **UCOR 1000**

This arts and humanities course will focus on the students' identity as interfacing cultural issues through the lens of the arts.

#### Potential Cultural Engagement Learning Objectives for UCOR1000

- 1. Explore the questions of individual identity as we interface the culture and world around us.
- 2. Understand the role of the arts and humanities in our culture and others.
- 3. Provide students with the necessary analytic tools to reflect upon the arts as a way of knowing one's self and consider the ways art engages culture.
- 4. Participate in an experience-based cultural immersion or encounter.

#### UCOR 2000

This history-based course will focus on *global* cultural issues as our western society interfaces with our diverse planet.

<u>Potential Cultural Engagement Learning Objectives for UCOR2000:</u>

Adapted from current language

- 1. Cross-Cultural Perspectives (empathizing with persons from different cultural traditions)
- 2. Cultural Literacy (where our Western Heritage interfaces our world)
- 3. Historical-mindedness (the logic of *Chronos*, moments, eras over the past six centuries)
- 4. Living "Samaritan" (faithful Christians in a global age)

#### 4. Link our curriculum with Student Life

- a. Continue and expand the *CE* components for the incoming student orientation experience,
- b. Continue to provide and expanded cultural and diversity training for PAs,
- c. Provide additional support in dorm structure.

#### 5. Provide adequate institutional support for incorporating Cultural Engagement

- a. Faculty development
  - i. Classroom dynamics
  - ii. Diversity training addressing domestic minorities and International students
  - iii. Course development
- b. Curriculum development
  - i. Establishment of a clear system for approval and evaluation for CE
  - ii. Adequate oversight and coordination
- c. Study Away/Abroad expansion
- d. Discussion around a dedicated "Day of Reconciliation"
- e. Provide expanded library materials around supporting the CE program
- f. Develop an assessment protocol to insure the CE program's success

# Appendix 2 Version 2

### Cultural Engagement Proposal White Sheet

#### Overall Requirement Goal:

The Cultural Engagement Requirement addresses the multicultural reality of our current local-global society. These courses introduce students to aspects of racial, ethnic, and gender difference as well as the structural injustices that are present in society. As well, the CE requirement seeks to promote a process of reflection and engagement (whether personal, social or political) toward becoming people of wisdom that can be cultivated throughout students' lives.

#### Structural Philosophy:

The structure of the Cultural Engagement Requirement is designed to introduce students to the CE goal through a constellation of courses taken throughout the Common Curriculum, Exploratory Curriculum and/or major requirements. In the first year these goals are diffused into the Common Curriculum courses (UFDN 1000 and WRI I). In the second year students are introduced to the goal through UCOR 2000 and finally through a course which has been approved for a "CE" designation. Approved "CE" courses offer a more immersive engagement with a topic or skill consistent with the CE goal.

#### **Learning Objectives:**

Towards the aim of the CE goal, all courses that have an approved "CE" designation adopt at least one of the following learning objectives. In courses where the goal is diffused - a particular activity, text, or unit may fulfill one of these objectives. Courses and study abroad trips must demonstrate how they will fulfill one of these learning objectives in order to receive the "CE" designation.

- <u>Understanding patterns and histories of inequity</u> Students are introduced to the systemic and/or historical forces that create racial, ethnic, and/or gender inequality.
- Understanding culture/s, dynamics of cultural and racial, ethnic and gender differences interpersonally and in society Courses fulfilling this objective will focus on either a) self-understanding of their racial/ethnic/gender identity not only as an individual, but also within the larger cultural context or b) will examine non-dominant cultures (open to discipline-specific sources and methods) giving particular attention to racial/ethnic/gender-specific cultural expressions or other specific challenges, histories, or methods.
- Preparing students for vocations with cultivation of diverse workplaces, conflict resolution,
   peacemaking, and community development Students are introduced to ways of navigating
   diverse workplaces with cultural competency, trained in skills of conflict resolution, and/or
   learn ways to identify effective methods of cultivating diverse environments, community needs
   and development strategies, and strategies to advocate for the poor, dispossessed, or
   marginalized.
- Articulating reconciliation as participation in God's reconciling work in the world Students
  examine how the process of identifying patterns of inequality, developing a self-understanding
  of one's cultural history and present, developing skills of peacemaking and/or justice all
  contribute to God's reconciling work with and in the world.

## Cultural Engagement Proposal White Sheet

#### **CE** Requirement Summary

CE in the Common Curriculum

- First Year Common Curriculum (UFDN 1000 and WRI I): CE
  Requirement goal is achieved through the correspondence of at least one
  text, activity, or assignment to one of the four learning objectives listed
  above.
- 2. UCOR 2000: Many of these learning objectives are currently fulfilled through the present UCOR 2000 structure. The UCOR 2000 will continue to adapt courses and readings to these more closely align to the above learning objectives.

#### "Cultural Engagement" Credit

- 1. The CE credit is fulfilled with a passing grade in at least one course or study abroad with the "CE" designation. (eligible courses must be at least credits).
- 2. CE courses can also fulfill WKA, WKA, or major requirements.
- 3. The University Curriculum Committee will approve proposals to designate CE courses, with each proposal describing how it will meet at least one of the above learning objectives as one of the *central* aim of the course. (Process is similar to the evaluation process of WKA and WKE approval).
- 4. Faculty Development centered on teaching and/or modeling the learning objectives will be available.

# **Appendix 3**

Appendix 3

Druce Conguon, Dean or the Conege of Arts and Sciences

FROM: UPEC

RE: Writing Requirements Program Review

Date: April 18, 2012

Writing Program Description

The Writing Program at Seattle Pacific University (SPU) is multi-faceted. The program is responsible for:

- 1. Providing an evaluation of entry-level student writing through the English Placement Procedure (EPP),
- 2. Offering students who fall below entry-level writing requirements the ENG 2201: Intermediate College Writing course,
- 3. Helping students with their writing through peer-centered instruction by way of the writing Center,
- 4. Advising faculty on the requirements for the eight credits of "W" courses needed for students to graduate.

**Analysis and Appraisal** 

The Writing Program's disparate parts elicited a lively discussion within UPEC. While each piece within the program offers unique ways to improve student writing at SPU, we feel that additional data will strengthen our understanding (and the community as a whole) of the efficacy of the writing program. Therefore, we have grouped our analysis, questions, and requests for data around the EPP/ENG 2201, "W" Courses, The Writing Center, and the writing done in USEM, UCOR, UFDN, Capstone, and lower-division courses.

#### The EPP and ENG 2201

The adoption of the EPP clearly relieves a burden from English Department faculty, while simultaneously allowing students who need ENG 2201 the advantage of no longer being delayed by two quarters. The ENG 2201 course, however, does not reach all of the students who may benefit from an intermediate college writing course. The selection of the bottom 30-40 percent of EPP scores predicated on number of seats available in ENG 2201 seems to assist only the least capable writers within each first year class (and this fluctuates from year to year by the first year's class size).

While the suggestion of requiring a universal SPU writing course would seem reasonable,

- What data suggests that SPU students would benefit from a required writing class like ENG 2201?
- How are the goals/ objectives of ENG 2201 implemented and what is the accountability process to ensure such implementation occurs (and if ENG 2201 was implemented as a universal requirement, what impact would that have on the campus-wide writing program (or would it eliminate the need for a campus-wide writing program)?

#### "W" Courses

The DCW states that the discipline specific "W" courses function as a second-tier system of writing. As one of the most visible aspects of the Writing Program incorporated through the major, the eight credits of "W" courses students are required to take should significantly impact how they write.

- What should be the goals and objectives for a "W" course?
- If these goals and objectives are discipline-based, what guidance would/could be given to faculty teaching these courses?
- Alternatively, should the faculty create a document for the DCW to illustrate what successful
  discipline-based writing should entail, or should the requirements of a "W" course be standardized
  across schools/departments?

- What review has been done of the understanding and efficacy of "W" courses?
- Could syllabi be collected to ascertain the amount of writing (and the process of writing) done in the courses?
- How does the DCW assess the discipline-specific nature of the "W" courses for majors?

#### The Writing Center

Providing peer feedback is an innovative and cost effective way to improve student writing. If the general perception of the Writing Center is indeed of a remedial writing center that stigmatizes the students who use it, how do we rectify that perception?

- What data (from students and/or faculty) illustrate that using the Writing Center is stigmatizing?
- Is the Writing Center serving as a help for remedial writing, i.e., what do we know about who and how
  many students are using the Center in a given week/month/quarter/academic year?
- Can the Writing Center be incorporated into general education classes in some way to "get the word out" about it, making students more comfortable with the idea of using it?
- Should other changes to the Center (changing hours, location, staffing) be implemented to attract more student use?

#### USEM, UCOR, UFDN, Capstone, and Lower-division Courses

Despite some of the obstacles to providing students with a comprehensive writing program, it is promising to see that data from the College Learning Assessment (CLA) show that SPU first year and senior students show an improvement in analytic writing tasks. It is also encouraging to see that data from the National Survey of Student Engagement (NSSE) indicates that SPU contributes to students' improved writing. The DCW, however, states that the writing requirements in USEM, UCOR, and lower-division courses have been jettisoned.

- What evidence is used to measure the amount of attention paid to writing in lower division courses, as well as USEM, UCOR, UFDN, and Capstone courses?
- What data can be used to measure this (e.g., CAS' 2011 data collection of how many pages are written in all CAS courses for Winter Quarter 2011)?

Writing requirements for USEM, UCOR, UFDN, and Capstones may be the best chances of a cohesive writing program reaching SPU students, short of a universal freshman composition class.

- What faculty development strategies are being taken to assist faculty in developing appropriate writing projects for these courses?
- One way to gauge student writing improvement (or lack thereof) might be to institute a reflective essay or other writing assignment to be required in USEM (freshman year) and Capstone (senior year) for comparative purposes. Could something like this be implemented?

#### Commendations

We commend the DCW for his work keeping the disparate pieces of the writing program functioning, offering workshops to faculty on how to effectively institute writing into their curricula, and his work on the writing of the program review document. Oftentimes the work of faculty serving in positions such as the DCW seems thankless, with the juggling of student, faculty, and program requirements. We want to thank Tom for his patience as we've reviewed the program and his willingness to provide UPEC with additional documentation.

#### Recommendations

As we move forward with our efforts to improve student writing at SPU, we would like to create a task force to envision how SPU's current writing program may become a more comprehensive program. The task force will consist of a core of faculty including the DCW, the chair of the English department, and representatives from

the Curriculum and Assessment Committees, as well as representatives or consultants from schools and/or departments as determined by the core faculty. The task force will be constituted in the spring of 2012, to be convened in the 2012-2013 academic year. The task force will be asked to envision and subsequently develop a comprehensive writing program at SPU that includes clearly articulated goals and assessment strategies. A report will be due to the Assessment Committee by May 1, 2013.

Questions to be addressed by the task force should include those recounted in the analysis section of this review (i.e., each set of questions regarding the EPP/ENG 2201, "W" Courses, Writing Center, and USEM, UCOR, UFDN, and lower-division courses at SPU). The task force will create specific strategies to be employed for implementation and assessment of a comprehensive writing program at SPU. Additional questions the task force should deliberate include:

- Should a comprehensive writing program be situated in the English Department or should it be separate from the English Department, with all authority remaining with a Director of Campus Writing?
- What will the accountability structure for the English Department and/or Director of Campus Writing
  be for regular review of the writing program, as well as for review of the direction/leadership of the
  program (e.g., should there be a standing committee for writing program accountability with
  representatives from a variety of schools/ departments)?
- In order to be effective, what funding would be necessary to ensure a comprehensive implementation of programs?
- What partnerships should be pursued to make a strong, comprehensive writing program?

Along with envisioning and developing a comprehensive writing program at SPU, the question of how to promote a culture of writing at SPU is important, as it speaks to the foundational values of a comprehensive writing program. The task force should also discuss strategies for promoting a culture of writing at SPU, for example:

- How do we promote a culture of writing instruction at SPU?
- Is a culture of writing specific to writing for the disciplines?
- Is a culture of writing more generally "good" writing (and can that be defined apart from specific disciplines)?
- How can we fit writing into departments or programs where it might not intuitively fit (i.e. graphic design, music), or should we try to fit writing into these disciplines?

#### Evaluation of Writing Requirements & Related Areas

# submitted to UPEC by Tom Amorose, Professor of English & Director of Campus Writing Fall Quarter, 2011

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Appendix

#### 1.SPU English Proficiency Requirement

Purpose/Objectives. An entry-level requirement to determine if entering students (traditional freshmen and transfer students without a previous college-composition course) are "college-ready" for the writing tasks they will encounter at SPU. The objective is to separate those who absolutely need more work to get ready for college writing from those who can "get by," learning these skills on their own, and from those who already possess ample skill. Assumes a scarcity model for writing instruction: funding has not been available historically to support a universal entering-student composition requirement. "Triage" is therefore the basis for the requirement.

English Placement Procedure (EPP). For freshmen: each September, the Director of Campus Writing (DCW) in coordination with Student Academic Services (SAS) run calculations based on incoming students' high-school and college-admission grades/scores to predict students' college-level writing skills. A score from 2 to 6, with decimal gradations, is assigned to each student based on this calculation. Freshmen are then ranked from lowest to highest. The DCW determines where the cutoff will fall between students required to take ENG 2201 and those exempt from the course. The number adjusts according to the number of seats available in ENG 2201 for the coming academic year—typically around 240, or 30%-40% of the freshman class depending on number of enrollees in any given year.

What is technically a graduation requirement is, de facto, an entry-level requirement geared to getting the weakest students ready for college writing tasks.

Reason for EPP Implementation in 2009. The EPP replaced the English Placement Test because the EPT a) seemed too little information (a single "snapshot") about student writing skills to make a fair assessment; b) delayed by two quarters freshmen's opportunity to take a writing course, if required to do so; c) placed an unfair burden on English Department members, who read the EPT's, without remuneration, in a single, exhausting day at the end of fall quarter.

Efficacy of Procedure. Statistical analysis has shown the EPP to be as reliable a predictor of college readiness in writing as the EPT was. Fewer students contest their scores because of the timing of communicating scores and method for arriving at them. The greatest benefit has been getting students into needed writing coursework earlier in their college careers.

<u>ENG 2201</u>. Intermediate College Writing is a three-credit writing course that improves upon elementary college-writing skills through readings, discussion, and the assignment of writing tasks typically found in college coursework. It is the traditional "fyc" (first-year composition) course, placed on the sophomore level only so that students required to take it don't lose credit for any previous college-level writing coursework they may have

taken in a high-school Running Start program or at a community college before transferring to SPU.

Goals/Objectives. Goals include providing students with college-writing readiness and review of typical writing errors of college students. The argumentative essay is the dominant college-writing genre taught. Objectives include getting students to understand writing as a series of tasks in a recursive process and to develop flexible strategies for generating, revising, and editing their own and others' texts; and to develop knowledge of conventions ranging from structure and paragraphing to tone and mechanics, all related to college-level writing.

<u>Training of Instructors</u>. All instructors hired have undergone a graduate-level course in writing pedagogy in a graduate English program or similar course in an undergraduate education program. All instructors receive a copy of an instructor's guide to English 2201, which lists the history, goals, objectives of the course, a profile of students taking the course, and a list of further resources. Adjunct instructors also meet with the Director of Campus Writing upon hire to guarantee consistency of course methodology and goals. Over the course of an academic year, instructors of the course meet together, along with the Director of Campus Writing, for a check-in and best-practices session or sessions.

"Quality Control." The training listed above goes a long way to guaranteeing consistency in quality across sections of this course. In addition, each instructor's course evaluations are reviewed by the chair of the English Department at the end of each quarter, and, in the case of adjunct instructors, re-hiring is based on these evaluations. As with any course taught primarily by adjuncts, investment in the individual students and tie-in with the mission of the university is always an issue.

Section Numbers Relative to Need. All entering SPU freshmen would benefit from taking ENG 2201. Some may pick up its lessons in other coursework; most won't. Over the last fifteen years, it's become evident the university needs or chooses to place its resources elsewhere than into a universal freshman writing requirement. As mentioned above, the only rational response in this fiscal environment is triage: offer the limited number of funded ENG 2201 sections to the most needy.

ENG 2201 is really triage, providing a scarce resource, writing instruction, to the least capable writers within the freshman class.

#### 2."W" Requirement

<u>Purposes/Objectives for Requirement</u>. Discipline-specific, writing-intensive courses at the 3000- and 4000-level that offer a substantial component of writing designed to reinforce students' earlier college work in writing—a second-tier writing requirement. At the same time, they provide instruction in the type of writing (insider expert prose) appropriate to a particular discipline, ideally the student's major. Most important of

all, the courses strive to demonstrate to students how to "think disciplinarily" using typical disciplinary writing tasks to do so. Eight credits of "W" are required of students entering SPU as freshmen, five as sophomores, and three as upper-classmen.

Quality of Writing Instruction. Results from a Fall, 2009 survey of "W"-course instructors showed that 89% of instructors feel "prepared and competent" to teach writing in their "W" course. Forty-two percent of them volunteered to teach the "W" course. And the three most common writing assignments in "W" courses are the research paper (appearing in 60% of courses), the essay (49%), and the reflection (42%). These results indicate a reasonably healthy willingness to teach "W" courses, high levels of self-confidence in teaching disciplinary-specific writing, and sound coverage of three writing tasks considered mainstream and broadly applicable to college writing in general.

"W" instructors feel they're doing a competent job teaching disciplinary writing in their "W" courses.

Most encouraging of all, over 95% of instructors allow or require that students revise their writing, one of the most powerful strategies for improving student's writing processes.

At the same time, survey respondents, when asked what prevents them from teaching writing more or better, complain that they lack the time to teach both content and writing in their "W" courses. This result indicates some confusion on their part about the intent of the "W" requirement, which is both to teach writing using content and to teach content using writing. The separation of the two in instructors' minds may suggest instructors see the writing component as an overlay to the course. If students note this separation, instructors are doing them a disservice by reducing writing, in their minds, to a mere requirement, or only the "getting of thoughts down on paper." Both prevent the course from encouraging the use of writing as a powerful tool for learning course content, and thus compromise the last of the requirement's objectives stated above.

On a perhaps even less encouraging note, only 39% of "W" instructors felt students enter their "W" courses prepared to do the writing they'll find assigned there. Nearly one-quarter of instructors had no feelings either way on this topic. Viewing these two findings together (and trying to stay positive), one can say that "W" courses are critical locales for writing instruction at SPU, moving students forward significantly, at least in the eyes of their instructors. Fuller survey results can be found in the Appendix.

Number of "W" Courses in Each Discipline. Over the last fifteen years, the Director of Campus Writing has worked hard to increase the number of "W" courses offered and, more importantly, to urge departments to "hard-wire" these courses into their majors—that is, designate as "W" at least eight credits of universally required (core)

courses in every major. This strategy aspires to guarantee that every SPU student, simply by virtue of having completed a major, will have taken the required number of "W" credits to graduate, eliminating the widespread "W"-shopping students had been engaging in since the "W" requirement was installed some years prior to the DCW's arrival on campus.

Persistence (and patience) have paid off in some ways. The number of "W" courses has increased, though no exact data exist on the number of "W" courses offered prior to 1996. (A full list of "W" courses offered from fall of 2009 through spring of 2012 is included in the appendix.) In CAS, the "W" offerings have notably increased. An analysis of CAS majors indicates that *most* departments have in fact hard-wired at least three credits' worth of "W" courses into their majors, *many* a full eight or more credits' worth so that students needn't look elsewhere than the major to satisfy their "W" requirement. And *all* CAS departments have "W" courses that students may take as major electives.

In the schools outside CAS, a different picture emerges. In SBE and SHS, uniformity in "W" experience is guaranteed: SBE requires that all students complete the core courses BUS 3541 and BUS 4690, both "W" courses worth 10 credits total, and SHS requires that all nursing students complete NUR 3948 and NUR 3954, both "W" course and worth 11 credits total. In contrast, SOE relies for the most part on the students' major outside its school to provide "W" courses for its students, which sometimes leaves ed students scrambling for "W" credit toward graduation, given the tight scheduling education students must observe.

#### 3. Writing Support for Students: Writing Center/Center for Learning

Goals & Expectations. The Writing Center's objective is to offer, as a free service to all SPU students, peer feedback on their writing. Its primary goal is to make *writers* better, not single pieces of *writing* better. The focus of the WC is therefore the student writer, using the text she brings with her as the occasion for a discussion that will improve her writing ability. Of course, the *writing* will improve as the writer improves. Another, equally important expectation is that the student tutors also gain from the experience, both in writing improvement through meta-cognition and in compassion through serving others.

The Writing Center is not, on the one hand, an editing or proofreading service, nor, on the other, a professional consultancy staffed by professional researchers or teachers of writing. Instead, it's a student centered, peer-to-peer space staffed typically by four undergraduate tutors and one masters-candidate ESL tutor who offer responses to student drafts, with suggestions for improvement. Funding is largely through work-study. The atmosphere is deliberately informal and welcoming, and the Center's connection with the larger Center for Learning, where it is housed, allows for seamless integration with larger university efforts to provide academic support services.

Students wanting to use the Writing Center may call the CfL to arrange an appointment, stop by to sign up for one, or simply drop by to see if a tutor is available. The WC is typically open from 11-5, Monday through Thursday, from Weeks 2 through 10 of each quarter. Students may also make appointments with tutors outside these times depending on tutors' willingness and availability.

Tutors visit classes to give writing advice and are sometimes assigned a student or group of students to work with repeatedly, or on a particular class project, via the Director of Campus Writing.

Writing Center Usage Statistics. The Appendix contains raw usage numbers for the previous three academic years. The WC could expand these numbers if it could overcome three critical obstacles: first, the perception by both faculty and students that the Center is designed for and useful to remedial and ESL students only; second, given this perception, the fear of stigma students feel if they use the Center; and, finally, the writing habits of typical SPU students, which lead them to write papers and reports in one, last-minute session just before a due date, leaving no time for a visit to the Center with a draft for feedback and revision.

The Writing Center faces stigma: it is wrongly perceived as useful only for remedial and ESL students.

Staff Training. Newly selected tutors meet in a preliminary meeting with the Director of Campus Writing, where he explains the above goals and expectations and provides tutors with a tutor's guide and several professional resources (e.g., published guides and online resources). The senior tutor (with three years of experience in the WC) then serves as mentor with the rookie tutor or tutors, meeting periodically with the rookies one-on-one. On-the-job training occurs weekly during the academic year, when the Director of Campus Writing meets with the entire tutoring staff to offer tips on tutoring sessions, to discuss presenting issues and clients, to plan marketing strategies, and to introduce level-appropriate elements of writing research relevant to tutoring. Meetings are also used to nurture the tutors themselves—to discuss their own writing assignments, plans for future careers related to their tutoring, and Christian fellowship around issues of literacy and service. Informal exit interviews are conducted when tutors graduate. The Director of Campus Writing regularly reports, as he can, on former tutors, to give current tutors a sense of continuity in the work of the Writing Center.

#### 4. Director of Campus Writing

Roles and Responsibilities. The appendix contains a summary of the Director's full duties. It's important to emphasize here that the DCW possesses almost no power and little authority, directing neither program nor department nor faculty nor staff. Instead, his stock-in-trade is persuasion and encouragement, promoting writing instruction, and instructional improvement, through offering instructor workshops, consulting with individual instructors, proposing and shaping curriculum and curricular requirements related to student writing, and shamelessly plugging writing instruction at any opportunity, formal or informal.

Given perennial budget restraints and the various new, resource-intensive initiatives undertaken over the last decades at SPU, resources for writing instruction initiatives have proven generally unavailable. In this environment, the DCW's job has evolved into one of looking for and taking advantage of openings to consult as curricular decisions are made on the divisional or even grass-roots level. For example, the DCW consulted when SBE created new entry writing requirements to its majors and a universal writing requirement and scoring rubric for all its courses. Similarly, the DCW consulted when SOE established its own writing requirements and remedial writing program in 2010-11. Through the semi-annual faculty workshops on teaching writing he has offered for over five years, the DCW has promoted not just improved writing instruction but a unified approach to commenting on students' writing, a unified language to use in commenting, and a standard for grading student work. (Over one-hundred faculty members have gone through this workshop.) The DCW anticipates a similar set of roles in the build-out of the new Exploratory Curriculum.

All of these efforts seem less "official" and more impromptu, but they seem to have proven the most effective way to improve the quality of student writing on SPU's campus, given restraints on the growth of formal programs and instruction. When the path is blocked, success lies in the work-around.

<u>Evaluation Process</u>. The DCW is evaluated through the standard annual and post-tenure review process. His role and duties have been further evaluated by the CAS dean, most recently in the summer of 2010.

#### 5. Findings from General Data on Student Improvement in Writing

Relatively scant as they may be, self-reported and performance data related to SPU students' writing achievement does exist, and it seems to offer significant findings, briefly noted here.

<u>Data from the College Learning Assessment (CLA)</u> administered to a sample of SPU freshmen and seniors in 2004 and using an ACT-gauged metric, show an improvement in analytic-writing tasks amounting to 3.6 points (from 26.1 to 29.7 out of a perfect 36) from freshman to senior year.

A Winter, 2011 audit of writing in all SPU undergraduate courses revealed that an average of 22 pages of writing were assigned per course. The range showed values from 0 to an unimaginable 110 pages.

<u>Data from the National Surveys of Student Engagement (NSSE)</u> from 2007 and from 2010 indicate that SPU contributed moderately to students improving their "writing clearly and effectively." On a 1-to-4 scale ranging from "very little" contribution to "very much," freshmen responded with an average of 2.87 (a high "some" contribution), and seniors reported 3.18 (a low "quite a bit" of contribution) in 2007. In 2010, those scores rose modestly to 2.94 for frosh and 3.31 for seniors.

SPU's freshmen NSSE scores are lower than those of freshmen in any of the study's comparison groups (CCC&U institutions, Carnegie peers, and all NSSE-participating schools). However, the senior score is as high or higher than those for seniors in these same comparison groups. Rough conclusion: in students' eyes at least, we do worse helping freshmen learn to write than other institutions do, but we do as well or better than other schools at helping seniors.

According to these same reports, SPU assigns more papers of one to nineteen pages to both freshmen and seniors than do our comparison schools. In assigning longer papers, SPU is roughly comparable to these institutions. Ditto for assigning research papers. Our one significant change in these categories from '07 to '10 is slippage in research projects assigned freshmen—from a low score in the 5-10-page range to a high score in the 1-4-page range. The short shrift given freshmen in the previous data set shows up in this one also, albeit in different form.

The Faculty Survey of Student Engagement (FSSE) from 2007 offers a troubling picture of SPU writing instruction. When asked to what extent faculty participants structure one typical course of theirs to help students learn to write clearly and effectively, 44% to 50% of instructors replied only "some" or even "very little." Lower-division courses fell on the dismally high end of that range; if this survey's sample is representative, half of the instructors faced by freshmen and sophomores care at most "some" whether or not their courses develop students' writing ability—a pedagogical shrug of the shoulders.

Recently received results from the 2010 survey show these percentages staying abysmally low, with one exception—where they have sunk even lower: the number of instructors who structure their lower-division courses "very little" toward promoting students' writing clearly and effectively increased from a disheartening 10% to an alarming 15%.

These same FSSE reports offer even more troubling news. Requiring students to prepare multiple drafts of assigned writing is considered the most powerful strategy for improving their writing. However, when 2007 instructors were asked if they thought this strategy important, over a quarter (26%) said it was flat-out "not important"; the percentage of 2010 respondents saying so rose to an alarming 40% Only 26% in 2007 and 24% in 2010 said the draft-revise strategy was "very important." Once again, lower-division courses fared

Surveys of students and faculty show that, when it comes to teaching writing, SPU pays more attention to advanced students than it does to freshmen or sophomores.

And freshmen say they know it.

SPU does more poorly by its frosh than comparison schools do. the worst: a full third of LD instructors felt multiple-drafting was "not important" at all in 2007, rising to a staggering 45% in 2010. Alarming numbers and an alarming trend.

These findings point to some puzzling disparities. On the one hand, seniors succeeded modestly on the CLA and gave modestly decent ratings to their SPU writing education on the NSSE survey. On the other, disappointing numbers related to faculty effort and attitudes toward writing instruction appear everywhere except in "W" courses. Why the disparity? Does the SPU faculty believe that students will develop writing ability simply by writing a typical number of pages during college? That they catch up in writing development when they arrive at the upper division? That they're getting help elsewhere than in most of their courses—from each other or from a few instructors who do care about their writing? And why would anyone say that drafting and revising is more important with advanced students than with neophytes finding their way in academe? Is "the major" an enemy of general education when it comes to writing?

#### 6.ESL Students at SPU

Undergraduates who are Non-Native Speakers of English (ESL students) are a growing group in raw numbers and as a percentage of the undergrad student body. (See Appendix for figures.) Though a small minority (7% in Fall 2011), NNSE are a source of discomfort and anxiety to instructors, if anecdotal evidence is any indication. SPU has yet to develop any acknowledgment that the admission of these students, whose presence in our midst is extremely valuable on many grounds and mission-worthy to boot, means struggles for faculty and students alike. Nor have we acknowledged what the research on NNSE students tells us: no matter how intensive the instruction, no matter how thorough the intervention, few if any of these students will achieve native fluency in writing by graduation. The question then remains, is SPU willing to accept the cost/benefit ratio of having ESL students in its midst? Ought we, at the very least, acknowledge to ourselves and to students the limitations of what can be done to help this population develop toward native writing ability and embrace ESL students' noble efforts as just that, efforts rather than complete successes? Such acknowledgement would be healthy, realistic, and more grown-up than the complaints heard regularly about these hardworking students.

SPU has never fully confronted the implications of admitting undergraduate ESL students who will not reach native writing skill before graduating.

#### 7.Additional, Anecdotal Findings

Although no data exist to support the following, the Director of Campus Writing has observed over fifteen years these findings:

Various faculty members and academic staff communicate to students that the Writing Proficiency Requirement is largely a hurdle to be overcome.

Many SPU faculty and staff regard ENG 2201 as a remedial course, rather than the typical college-writing course it actually is—akin to the same course on the majority of American college campuses. This attitude is then communicated in various ways to students, contributing to a campus culture hostile to the idea of learning to write well as part of a liberal arts education.

Of the major divisions of the university, CAS lags behind SOE, SHS, and SBE in being intentional about writing instruction. Perhaps CAS need not be as deliberate because writing instruction is endemic to many of its disciplines' coursework, and "W" courses are more numerous.

Much of the work to improve student writing is happening at SPU's grass roots, rather than at the university-wide, policy-oriented level. From faculty workshops to student tutorials to threshold requirement in SOE to program-wide writing requirements in SBE—writing pedagogy and writing assessment are alive and kicking at the local level.

Meaningful work to improve student writing is happening at the grass-roots, not the institutional level, at SPU.

Good intentions outstrip training and skill among many of those SPU faculty members truly desiring to help students improve their writing. The spirit is willing, but the self-reflective practice is weak.

#### 8. Conclusion & Recommendations

Best practices in the assessment of college writing focus not on the demonstration of achievement—by either students or instructors—but on the discovery of what can be done to improve the teaching and acquisition of writing ability. Nor should the assessment of writing assume that composing is merely a skill of transcription—"getting ideas down on paper." Meaningful writing assessment should acknowledge the vast number of variables involved in writing: the complex writing process considered longitudinally; the series of intellectual strategies a writer must discover or invent to address the topic or problem at hand; the making of meaning every writing act requires; the social and contextual pressures bearing on that act; the genre requirements of any resulting text. Given these variables, determining the success of a student writer is complex enough; to determine the success of programs and pedagogies aimed at helping students succeed multiplies the complexity in mind-boggling ways. What part of student writing performance is to be measured? How is it to be measured? Who gets to measure it? It takes a whole university to teach students to write and probably a whole university to assess every student's writing ability.

With these observations in mind, it's clear that a mere set of two requirements, supported by a small Writing Center and a single, over-extended Director of Campus Writing cannot alone guarantee students' acquisition of writing ability. Beefing up those requirements and extending writing instruction further across the curriculum would go a long way to creating a culture of writing at SPU, a culture common on the campuses of our aspire-to institutions but not so much on our own. Here's a beginning list of recommendations toward that end:

<u>Universal Freshman Writing Requirement</u>. All entering freshmen should be required to enroll in ENG 2201. The best way to make this possible: hire a small cadre of contract instructors, on repeatable three-year contracts, to teach the course.

Re-instatement of Writing Component in USEM 1000, UCOR 1000, and Capstone courses). The original design of these courses featured a writing requirement in each of these courses. This design was approved by the faculty, but the writing components have been discarded.

More attention paid to writing in lower-division courses. As in many other areas, SPU's instructional environment is upside down, with the least needy (juniors and seniors) receiving the most attention, while freshmen's and sophomores' skill development is hit-and-miss, on-the-fly, and you're-lucky-if-you-get it. USEM 1000 alone cannot prepare students for college work or, once prepared, move them forward, especially now that its writing component has been ignored. Lower-division instructors (including adjuncts) should be encouraged by their chairs to attend the workshops in teaching writing offered twice-yearly by the Director of Campus Writing. So should all new faculty members, many of whom are responsible for lower-division courses.

Required goals/objectives for "W" courses. To its list of required items that department reports must contain, UPEC should add specific, department-based goals for "W" courses. These should address the types of writing required and the means of teaching it to students. They should detail how "W" courses will work to teach students the relevant discipline's expert insider prose.

Required "W" courses as part of each major's core. Every major should have its core courses bear "W" credit, so that students needn't go "shopping" for "W" credit where they can find it, defeating the purpose of this writing-in-the disciplines requirement.

Meaningful writing components in the new Exploratory Curriculum. These should be stipulated during the preparation year, and workshops for instructors should be offered to help prepare them for teaching courses in this new curriculum.

Promotion of a culture of writing instruction at SPU. UPEC and the Center for Faculty Scholarship and Development should join the Director of Campus Writing in promoting to the faculty the belief that it is every instructor's job to teach writing in one fashion or another. Rather than saying that students can't write anymore. (the first recorded instance of an American educator uttering this sentiment is 1874, he was Charles Eliot Norton, and he was president of Harvard), faculty members should accept that it does indeed take a village, or a university, to teach students to write. No single entity (including the English Department) can teach the breadth and depth of writing tasks students will face in their majors and in their future work lives.

#### **Appendix**

History of SPU's Writing Proficiency Requirement
Survey Results from Fall, 2009 "W" Instructor Survey
List of "W" Courses by Department
Writing Center Usage Statistics
Summary of Roles & Responsibilities of Director of Campus Writing
Winter, 2011 Audit of Writing in All SPU Undergraduate Courses
NSSE 2007 Findings Related to Student Writing
NSSE 2010 Findings Related to Student Writing
FSSE 2007 Data Related to Writing Activities at SPU
FSSE 2010 Data Related to Writing Activities at SPU
Enrolled Undergraduates Whose First Language Is Not English

# Overview of a sample range of other colleges' and universities' freshman writing requirements

Seattle University

Required for graduation as part of its brand-new core curriculum:

A two-course sequence, required in the freshman year to go with an

integrated four-year program

· "Academic Writing Seminar"

"Inquiry Seminar" (disciplinary learning + research writing)

Pacific Lutheran University

Required for graduation as part of its core/general education curriculum: A two-course sequence, required in the freshman year

• "Writing Seminar"

"Inquiry Seminar"

(disciplinary learning + research writing)

Wheaton College

Required for graduation as part of its "liberal arts competencies," completed by the end of the sophomore year:

"Composition and Research" course

 At least two or more writing inquiry-based courses (in philosophy, history, theology, sociology, diversity, etc.)

North Seattle Community College

Required for all degree, certificate, and four-year-college transfer programs

English 101: Composition

English 102: Research Writing

University of California, Davis

Required for graduation as part of its core/general education curriculum:

A four-course sequence -

two courses required in the freshman year

• "College Writing and Critical Thinking"

• "Research Writing"

and a two-course requirement in

• "Writing Experience"

drawing from a large list of discipline-specific courses emphasizing written, visual, and oral literacies

#### Overview of national writing standards and practices

(Key disciplinary organizations include MLA (Modern Language Association), CCCC (Conference on College Composition and Communication), NCTE (National Council of Teachers of English), AWP (Association of Writing Programs).

- 1) The UW's expository writing outcomes document (included here) is an excellent example/synopsis of current standards and practices across the higher ed landscape, based on the recommendations of key disciplinary organizations listed above. (Side note: the UW's Director of Expository Writing, Anis Bawarshi, a national leader in this field, has offered his help and expertise to this SPU writing task force, as needed.)
  - a. Key elements include:
    - i. Writing instruction is the foundation for teaching successful collegelevel academic inquiry across all disciplines.
    - ii. This instruction must work in context-specific ways.
    - iii. The necessary foregrounding of the elements of argument (claims, grounds, warrants) to this learning.
- 2) Current higher ed writing pedagogies take seriously recent insights from the cognitive sciences, such as the problems with "transfer of learning" assumptions across disciplines, as well as the curricular implications of related fields such as "complex adaptive system" theory.
- 3) Current higher ed writing pedagogy -- across a broad and near-universal range of research, liberal arts, comprehensive, and community colleges -- assume a roughly one-year curricular process, during the freshman year, to create the basic ability in a broad range of college students to think and write successfully in an academic context.
- 4) Current higher ed writing pedagogy takes writing as assessment tool very seriously both to assess writing itself as well as to more broadly assess critical thinking and disciplinary learning across majors and throughout an undergraduate program. Forms of assessment vary but frequently include student writing portfolios (several software programs exist to manage these in digital form) and senior research/capstone theses. Writing and assessment programs are expected to be overseen by a Director of Campus Writing with the responsibility to lead, assess, and monitor all programs and outcomes.
- 5) Current higher ed writing pedagogy assumes the existence of a range of **campus** and curricular support systems for students requiring additional help, whether they be English language learners, students with disabilities, or any other student needing support. Examples include the existence of campus-wide writing centers, a range of professional and/or peer writing tutors, the existence of "lab" or "tutorial" linked courses for ELL students, etc.

## OUTCOMES FOR EXPOSITORY WRITING PROGRAM COURSES

University of Washington

#### To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of
  inquiry, content, structure, appeals, tone, sentences, and word choice) address and are
  strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

#### 2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a "conversation" between texts and ideas is created in support of the writer's goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

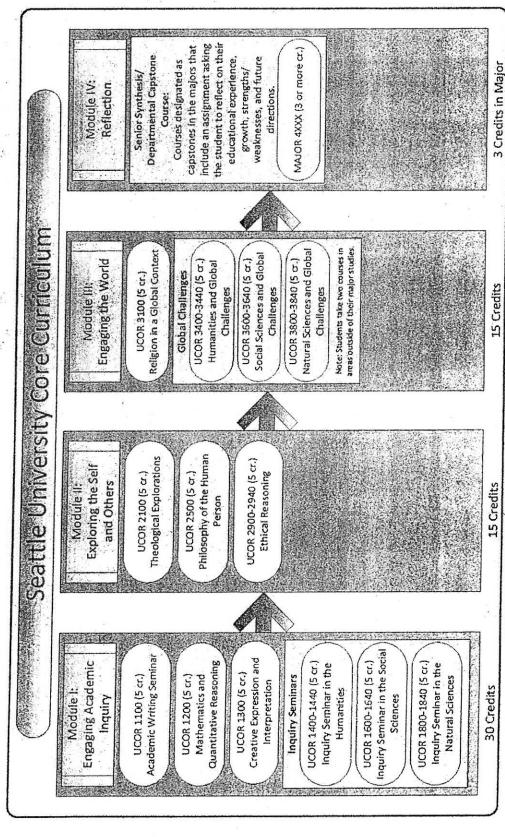
#### 3. To produce complex, analytic, persuasive arguments that matter in academic contexts.

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- The argument utilizes a clear organizational strategy and effective transitions that develop its line
  of inquiry.

#### 4. To develop flexible strategies for revising, editing, and proofreading writing.

- The writing demonstrates substantial and successful revision.
- The writing responds to substantive issues raised by the instructor and peers.
- Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere
  with reading and understanding the writing.

# Diagram of Seattle University's New Core Curriculum



Senior Capstone in Major Field (requires a reflection paper helping students integrate Core and major experiences in light of university mission statement)

WID Project for Seniors: "Expert Insider Prose" within Major

#### MacDonald's Stages of Development: Novice to Expert

Stage 1 fwhat students bring from high school]: Nonacademic or pseudo-academic writing

Stage 2 [goal of first-year composition]: Generalized academic writing concerned with stating claims, offering evidence, respecting others' opinions, and learning how to write with authority.

Stage 3 [early courses in major]: Novice approximations of particular disciplinary ways of making knowledge.

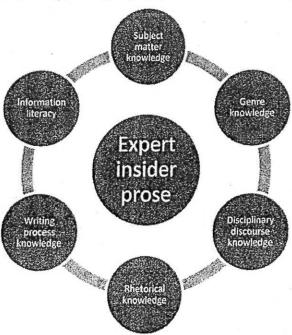
Stage 4 fadvanced courses in major]: Expert, insider prose within a discipline [defined appropriately for undergraduates]

Adapted from Susan Peck MacDonald, Professional Writing in the Humanities and Social Sciences. Carbondale, Southern Illinois UP, 1994 (p. 187)

#### Possible Forms of Expert, Insider Prose (to be determined by disciplinary faculty)

- Academic or scholarly writing in the discipline (for example, a senior paper suitable for presentation at an Undergraduate Research Conference)
- Professional workplace writing (proposals, reports, memos, technical papers, or other disciplinary kinds of professional writing)
- Civic or public argument on local or national issues related to the discipline
- Other kinds of writing or communication projects specific to a major or discipline (posters, creative projects, Web sites, multi-media presentations, PowerPoint presentations)

#### Knowledge/Skills Needed for "Expert Insider Prose"



This diagram is adapted from Anne Beaufort in College Writing and Beyond: A New Framework for University Writing Instruction. Logan UT: Utah State University Press, 2007, p. 19.

# Another Sample Assignment from "The Science of Climate Change" Pilot Freshman Inquiry Seminar in the Natural Sciences Charity Lovitt, Chemistry

Your task: Write an informative paper of 2-3 pages aimed at helping a science interpreter at the Pacific Northwest Science Center respond to a frequently encountered misconception about global warming. Your paper should identify the misconception, show its origin and prevalence among climate skeptics, use peer reviewed data to disprove the misconception, and propose a way that the scientific community could disseminate this corrected message to the general public. Throughout, adapt your information to the audience so that it portrays the science correctly without oversimplifying it or using complex wordage. Explain also the level of certainty/uncertainty in the data. Where appropriate, create an effective drawing or graph to help support your message.

Annotated Bibliography: Each group will be given a list of four misconceptions. Each member of the group needs to create an annotated bibliography on one of the misconceptions. Your objective is to identify at least one source for each of the misconceptions (newspaper, TV show, government document, senate hearing, internet meme, journal article, etc) and then determine the scholarly literature on the topic. When possible, identify the earliest source of the misconception and if you can, explain why it was made (incorrect interpretation of data, blatant misstating of data, something that was later disproved due to better instruments). You need to find peer-reviewed articles with data that disprove the misconception. In your annotated bibliography, you will need to find at least 3 peer reviewed articles about your topic and at least one non-scientific article that states your misconception (government documents, tv news show, newspaper, etc) In the annotated bibliography, you need to list the reference in APA format (including the title) and provide a brief 3-4 sentence summary/description of the main points of the article. See the example annotated bibliography on the website for instructions on how this bibliography will be graded.

#### **Examples of Climate Change Misconceptions**

- The uncertainty in climate models is so great that we can't predict the future.
- · Animals and plants can adapt to global warming.
- Global warming will trigger another ice age
- · Climategate emails suggest that scientists have 'tricks' to 'hide the decline' in globaltemperatures
- Artic ice melt is a natural cycle. The amount of ice on the poles is always changing so wecan't use ice melt
  as an accurate measure.
- Water vapor is the most concentrated greenhouse gas. Since we can't change the amount ofwater vapor, we can't stop global warming
- Human contribution to CO2 is tiny; thus we can't be the cause of increased CO2 levels.
- CO2 is a natural molecule so the EPA can't classify it as a pollutant.
- Scientists can't predict weather, so how can we trust them to predict the climate
- As the temperature rises, the amount of water vapor will increase, which means that there will be more
  cloud cover. Clouds provide negative feedback which will counteract all of the warming caused by
  increased CO2
- The ocean can absorb all of the CO2
- Volcanoes emit more CO2 than humans.
- Neptune is warming too so the increase in heat must be due to increased solar radiation.
- As the earth warms, spring and summer will occur earlier and more often. Since plants absorb CO2 from
  the atmosphere, the increase in summer days will increase plant growth, which will help pull more CO2
  from the atmosphere.
- Cow farts contribute more to global warming than car emissions
- We haven't seen evidence of catastrophic warming so we have plenty of time to prevent environmental collapse from increased temperature.
- Venus is a hot planet with CO2 in its atmosphere. However, it never underwent a runaway greenhouse
  effect
- Temperature patterns are linked ONLY to solar radiation.
- In the historical record, CO2 follows temperature so it can not be possible that CO2 causesincreased temperature.

# Findings from the WPA/NSSE Research Project on Writing and Deep Learning

"Data came from three clusters of questions in which students were asked how many of their writing assignments encouraged interactive writing activities (peer response, teacher response, visits to a writing center, etc.), specified 'meaning-constructing writing,' (synthesizing information, writing to a specific audience), and included clear explanations of the instructor's expectations. . . . [R]esults show that more work in these areas [is] associated with more engagement in deep learning activities and greater self-reported gains in practical competence, personal and social development, and general education. In all but one example, the amount of pages students wrote was less important for deep learning and gains than interactive writing, meaning-making, and clear expectations."

Anderson, P., Anson, C., Gonyea, B. & Paine, C. (2009). Using results from the Consortium for the Study of Writing in College. Webinar handout. *National Survey of Student Engagement*. Retrieved April 26, 2010, from http://nsse.iub.edu/webinars/archives.cfm?showyear=2009&grouping=

#### Best Practices for Writing Assignments (Writing Scales that Correlated with Deep Learning)

Encourage	For how many writing assignments have you:
Interactive Writing Activities	<ul> <li>Brainstormed to develop your ideas before you started drafting your assignment</li> <li>Talked with your instructor to develop your ideas before you started drafting your assignment</li> <li>Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment</li> <li>Received feedback from your instructor about a draft before turning in your final assignment</li> <li>Received feedback from a classmate, friend, or family member about a draft before turning in your final assignments</li> <li>Visiting a campus-based writing or tutoring center to get help with your writing assignment</li> </ul>
Assign Meaning- Constructing Writing Tasks	<ul> <li>before turning it in.</li> <li>For how many of your writing assignments did you:</li> <li>Summarize something you read, such as articles, books, or online publications</li> <li>Analyze or evaluate something you read, researched, or observed</li> <li>Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.</li> <li>Argue a position using evidence and reasoning</li> <li>Write in a style and format of a specific field (engineering, history, psychology, etc.)</li> <li>Explain in writing the meaning of numerical or statistical data</li> <li>Include drawing, tables, photos, screen shots, or other visual content into your written</li> </ul>
	assignment  Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.  In how many of your writing assignments has your instructor:
Writing Expectations Clearly	<ul> <li>Provided clear instructions describing what he or she wanted you TO DO</li> <li>Explained in advance what he or she wanted you TO LEARN</li> <li>Explained in advance the criteria he or she would use to grade your assignment</li> </ul>

#### SCAN 190 First Year Inquiry Seminar: Introduction to Scandinavia Fall 2006

#### Syllabus

Professor:

Troy Storfjell

Time:

Mondays and Wednesdays 1:45 to 3:30 p.m.

Place:

Admin. 210

Office Hours: Tuesdays 8 to 9:50 a.m. and 11:50 a.m. to 2 p.m.

Fridays 1:45 to 2:45 p.m

And by appointment

Phone:

535-8514

E-mail:

storfita@plu.edu

#### **Textbooks**

Alanen, Arnold R., et al. Nordic Environment: Historical and Contemporary Perspectives. NCCP No. 4. Madison: WITS, 1995.

- Berger, John. Ways of Seeing. Penguin, 1990.
- DuBois, Thomas, et al. Family and Community in Scandinavia: An Overview. NCCP No. 2. Madison: WITS, 1997.
- Fiell, Charlotte J. and Peter Fiell. Scandinavian Design. Taschen, 2005.
- Høeg, Peter. Smilla's Sense of Snow. Delta, 1995.
- Ostergren, Robert. Norden: A Thematic and Historical Geography. NCCP No. 3. Madison: WITS, 2002.
- Pred, Allan. Even in Sweden: Racisms, Racialized Spaces, and the Popular Geographical Imagination. Berkeley: Univ. of California Press, 2000.
- Most recent issue of Nordic Reach magazine.

Additional readings will be handed out in class or posted online.

#### Course Description

Inquiry seminars are specially designed courses in which first year students are introduced to the methods and topics of study within particular academic disciplines or fields. Inquiry seminars also emphasize academic skills at the center of the First Year Experience program. Working with other first-year students in a small-class setting that promotes active, seminar-style learning, students practice fundamental skills of literacy, thinking and community as they operate within that particular discipline.

In this inquiry seminar you will be introduced to the discipline of cultural studies and the field of Scandinavian studies. You will explore some of the central questions that those of us who do cultural studies work ask, such as:

- What is culture?
- How does meaning work?
- How are individuals ("subjects") produced? (How are we made into individuals and how is the very concept of an individual made?)
- How are categories such as gender, ethnicity, and sexuality produced? How are we "written" into these categories?
- What is class, and what is the relationship between systems for producing and distributing goods (economics), on the one hand, and culture on the other?

You will also get to know the basic academic terrain of Scandinavian studies, or what it is that Scandinavianist scholars study. You will read the kinds of texts that we read—literary, cinematic, theoretical-critical, sociological, etc.—and learn some of the kinds of things our field does with these texts. Since this course is adapted from SCAN 150 Intro to Scandinavia, this course also introduces you to the Nordic Region (Scandinavia), its people, societies, art and literature.

#### Goals:

At the end of this semester you should be able to demonstrate a broad introductory knowledge of the Nordic Region, its societies and cultures, and of the field of Scandinavian studies. You should also be able to perform cultural analysis activities, and demonstrate a nuanced understanding of how culture produces us. You should also have developed solid academic writing skills, and a clear ability to apply critical thought to the material at hand.

#### Grading

Participation & classroom activities	20%
Papers	40%
Midterm Exam	
Final Exam	

#### Participation & classroom activities:

This is a seminar, which means a small, discussion-based course. Instead of lectures, we will be adopting a collaborative, community-of-learning-and-inquiry approach. This means that you will need to come to class prepared to discuss and ask questions of (and about) the reading material assigned for that day. Just showing up and passively taking notes will not be enough to earn a good participation grade.

There will also be several smaller activities, and a larger Nordic advertising presentation project. These will be described in due time, and will factor into this section of your grade.

Papers:

You will be writing several shorter papers over the course of this semester, ranging in length between one and three pages. These will generally invite you to explore several of the topics and texts we have dealt with, coming up with questions to them and making connections with other materials covered in class. You are also encouraged to make connections with things you may be familiar with from outside of class. Critical thinking and questioning are of primary importance in these assignments. Good writing and form is, as always, an important component of clear academic thinking and argumentation.

Midterm Exam:

A midterm exam will be given in class on Wednesday, October 18<sup>th</sup>. This exam will cover the material dealt with during the first half of the semester, and will consist of a variety of questions, ranging from matching and multiple choice to short answer and brief essay in form.

#### Final Exam:

The final exam will be given on --- at ---. It will include multiple format questions over material covered during the second half of the semester, as well as essay questions based on the *Nordic Reach* magazine—which you may bring with you to the exam—that will draw on material covered over the course of the entire semester.

#### **Policies**

#### Attendance:

Attendance is a mandatory component of this course. Absences will be excused only for one of the following:

- illness, verified with a note from a health care provider;
- a death in the family;
- an interview for a post-graduation job or for graduate school;
- participation in an organized, university-sponsored off-campus event (i.e., sporting event, concert, etc.); or
- religious observance.

Note that even if an absence is excused, students will still miss important material and exercises, and will be held accountable for that material.

Academic Integrity:

Students must not cheat or plagiarize, and they must not condone these behaviors or assist others who cheat or plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but it also undermines the scholastic achievements of all students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.

### What is Academic Dishonesty?

The most common forms of academic dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam; or
- Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given; or
- Fabricating information, such as data for a lab report; or
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
- · Collaborating with others on assignments without the instructor's consent; or
- · Cooperating with or helping another student to cheat; or
- Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded; or, communicating with anyone other than a proctor or instructor during an exam.

### Plagiarism includes, but is not limited to:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or
- Using sources (published or unpublished) without identifying them, such as the Internet (and particularly making use of an Internet paper writing service); or
- Paraphrasing materials or ideas of others without identifying the sources.

If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification. Students may also read PLU's Academic Dishonesty policy in full at www.plu.edu/academics/integ.

#### Disability Information:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you have any questions concerning the services available for students with disabilities at PLU, please contact Alene Klein, in Counseling and Testing, located in Ramstad 106 or call x7206.

#### Schedule

#### Week 1: Intro

Wed., Sept. 6:

- Syllabus
- Film Budbringeren (Junk Mail, Pål Sletaune, 1996)

#### Week 2: What is Nordic Culture?

Mon., Sept. 11:

• Clifford Geertz, Chapter 1, Interpretation of Cultures

Wed., Sept. 13:

• Robert Ostergren, Norden: A Thematic and Historical Geography

### Week 3: Nordic Setting

Mon., Sept. 18:

- · Paper on Budbringeren and Geertz
- Thomas DuBois et al., Family and Community in Scandinavia: An Overview

Wed. Sept. 20:

• Arnold R. Alanen et al., Nordic Environment: Historical and Contemporary Perspectives

#### Week 4: Class Consciousness

Mon., Sept. 25:

- Walter Benjamin, "Thesis on the Philosophy of History"
- Film *Pelle eroberen* (*Pelle the Conqueror*, Bille August, 1987)

Wed., Sept. 27:

• Film Pelle eroberen (Pelle the Conqueror, Bille August, 1987)

#### Week 5: Visual Culture 1

Mon. Oct. 2:

- · Paper on Pelle eroberen and Benjamin
- John Berger, Ways of Seeing 1-6
- Nordic art

### Wed., Oct. 4:

- John Berger, Ways of Seeing 7
- Nordic advertising

### Week 6: Visual Culture 2

Mon., Oct. 9:

Advertising projects

Wed., Oct. 11:

• Fiell & Fiell, Scandinavian Design 8-73

#### Week 7: Design

Mon., Oct. 16:

Fiell & Fiell, designers

Wed., Oct. 18:

MIDTERM EXAM

### Week 8: Mapping Scandinavia with Smilla 1

Mon., Oct. 23:

- · Ikea Paper
- Peter Høeg, Smilla's Sense of Snow

Wed., Oct. 25:

· Peter Høeg, Smilla's Sense of Snow

### Week 9: Mapping Scandinavia with Smilla 2

Mon., Oct. 30:

• Peter Høeg, Smilla's Sense of Snow

Wed., Nov. 1:

• Peter Høeg, Smilla's Sense of Snow

### Week 10: Mapping Scandinavia with Smilla 3

Mon., Nov. 6:

Peter Høeg, Smilla's Sense of Snow

Wed., Nov. 8:

· Peter Høeg, Smilla's Sense of Snow

### Week 11: Whose Scandinavia? Immigration, Nationalism, and Racism 1

Mon., Nov. 13:

- · Paper on Smilla's Sense of Snow
- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Bázo (Lars Göran Pettersson, 2003)

Wed., Nov. 15:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Bázo (Lars Göran Pettersson, 2003)

### Week 12: Whose Scandinavia? Immigration, Nationalism, and Racism 2

Mon., Nov., 20:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- The Rekjavík Grapevine

Wed., Nov. 22:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- · The Rekjavík Grapevine

### Week 13: Whose Scandinavia? Immigration, Nationalism, and Racism 3

Mon., Nov. 27:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Jalla! Jalla! (The Best Man's Wedding, Josef Fares, 2000)

Wed., Nov. 29:

- Allan Pred, Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination
- Film Jalla! Jalla! (The Best Man's Wedding, Josef Fares, 2000)

### Week 14: Film and Sexuality

Mon., Dec. 4:

- · Paper on Jalla! Jalla!
- Film Fucking Amal (Show Me Love, Lukas Moodyson, 1998)
- · Robert P. Kolker, "The Film Text and Film Form"
- Nordic Reach magazine

### Wed., Dec. 6:

- Film Fucking Åmal (Show Me Love, Lukas Moodyson, 1998)
- · Smelik, "Gay and Lesbian Theory"
- Nordic Reach magazine

### Final Exam: Tuesday, Dec. 12, 1 to 2:50 p.m.

Bring your Nordic Reach magazine.

### Carleton College: Argument and Inquiry Seminars

An Argument and Inquiry seminar offers opportunities and tools for critical reading, deliberative discussion, and effective college-level writing. We can break this down into the following required components:

- 6 credits
- · Offered fall term
- Allows only first-year students to enroll
- Graded
- Designated WR (for Writing Rich guidelines, see: http://apps.carleton.edu/campus/writingprogram/writingrichguidelines/)
- Explicitly introduces students to a liberal arts approach to learning and to the goals of the seminars
  (A conversation, discussion and/or lecture should take place early in the term in which
  - (A conversation, discussion and/or lecture should take place early in the term in which the instructor discusses the goals of the A&I seminars and their place in Carleton's liberal arts experience)
- Develops the critical and creative skills they will need to thrive in academic work at Carleton.
- · Is discussion-based
- · Fosters students' intellectual independence
- Develops habits of critical thinking
- Clarifies how scholars ask questions
- · Teaches students how to find and evaluate information in reading and research
- Instructs students in using information effectively and ethically in constructing arguments.
- Strengthens students' habits of cooperation with peers (Faculty are strongly encouraged to bring their students' attention to the need for cultural sensitivity, and to include a discussion of the CEDI document on ensuring positive classroom climate.)
- Students and instructor must attend the A&I convocation address by TBD (date TBD) and spend some time in class discussing it

Handout for session A.24, CCCC 2013 Carol Rutz Carleton College <crutz@carleton.edu>

#### GUIDELINES FOR WRITING-RICH COURSES AT CARLETON

The ability to write effectively is one of the fundamental goals of a liberal arts education. In writing-rich courses we strive to help students develop fundamental writing skills so that they can use their writing to communicate effectively with a variety of audiences and for a variety of purposes. Goals for college-level writing include attention to:

- · Audience and purpose;
- · Clarity of prose;
- · Clear organization;
- · Effective use of evidence;
- · Appropriate diction;
- Effective use of Standard English.

#### LEARNING OUTCOMES FOR WR COURSES:

In writing-rich courses we also help students to:

- · understand writing as a process and begin to develop an effective process of their own;
- · learn how to seek and use feedback;
- gain an awareness of audience and of voice and begin to see themselves as part of a community of scholars/writers;
- · learn how to apply forms of attribution and citation as appropriate;
- · understand accepted guidelines for academic honesty;
- develop confidence in their writing, both through experience and also by producing at least one polished piece of their own writing;

#### MAIN COMPONENTS OF A WR COURSE:

#### Number and Variety of Assignments

- A WR course will normally have 3 or more writing assignments. These assignments may include papers, posters, lab reports, web pages and other formats and types of writing;
- These assignments may be components of one large writing project or several smaller papers, or some combination of the two;
- Informal, ungraded, writing assignments may also be used to help students create a polished piece of writing.

### **Opportunities for Feedback**

- · A WR course will offer students feedback on their writing;
- This will take place through faculty comments or individual conferences and may also include: writing tutors; peer review; class conferences; writing workshops; use of a Writing Assistant; and other opportunities;

#### **Opportunities for Revision**

- A WR course will provide students with opportunities for revision;
- These may include rewriting to improve a grade; producing drafts of a paper in succession; polishing a paper for the Sophomore Writing Portfolio; or something else.

## SPU historical and current writing courses and graduation requirements

DEGREE REQUIREMENTS

## BACCALAUREATE DEGREE REQUIREMENTS

# AREAS OF INSTRUCTION

The college offers studies in the following fields. Departments offering analors are indicated by an "M."

Anthropology

Biology, M Botany, M Art, M

(See Evonomics & Business) Business Administration

Economics & Business, M Chernistry, M.

Engineering Science, M. Education

English, M. French, M

German, M. History, M. Greek, M

Microbiology & Public Health, M. flome Economics, M Mathematics, M Latin, M Music

Music Theory & Litterature, M. Music Education, M Church Music, M Applied Music, M.

Philosophy, M. Nursing, M

Physical Education, M Political Science, M Physics, M.

Pre-Professional Pre-Dentistry

Pre-Engineering Pre-Medicine Pro-Law

Christian Education, M Biblical Literature, M. Psychology, M Religion

Sign Language Sociology, M. Russian

Missions, M

Spanish, M. Zoplogy, M Speech, M.

## REQUIREMENTS PROGRAM

# MAJORS REQUIRED FOR THE BACCALAUREATE DEGREE

The college offers two types of undergraduate majors:

a. A major may be carned in any department marked with an 'M' type of major is defined as at least thirty-six credits in a single de-I. Department Major (required for the B.A. and B.S. degrees). partment, with the following qualifications:

major department as to the number of credits and prescribed b. Most departments require more than the minfmum of thirty-six credits. The student must fully satisfy the requirements of the courses.

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-	c. Of the thirty-six or more credits offered as a der
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extment major at Kast eighteen credits must be in upper-division credits—that is, in courses numbered 360 and above. (Most departments require more than this minimum.)

A transfer student is required to earn a minimum of eight upperdivision credits in his major at Seattle Pacific.

Course work of a "D" grade, while included in the total number of credits carned for graduation, may not be applied toward the major. 2

Not more than seventy credits in any one department may be applied toward a baccalaureate degree.

An Area Teaching Major (allowed in the B.A. in Ed. degree) provides for a spread of academic study in a broad area, with a choice of teaching emphasis as described under "School of Education" elsewhere in this catalog. Points "d" and "e" above also apply here.

For majors required for the master's degree, see the section entitled "Graduate School."

# TOTAL CREDIT AND QUALITY REQUIREMENTS

1. A total of 186 credits (192 for the B.A. in Ed.).

2. A cumulative grade-point average of at least 2.00 in all courses

3. A cumulative grade-point average of at least 2.00 in all courses taken at Seattle Pacific.

4. At least sixty credits earned in courses numbered 300 or above.

# LOWER DIVISION REQUIREMENTS

These requirements should be completed by the end of the sophomore Pear.

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B.A. DEGREE			Speech or Literature	roteign Language, (one language)	Elbical Alerature	Junean and or Art.	Psychology or Philosophy	Economics, Sociology or Anthropology	fusiory or Political Science	eclence and/or Mathematics?	14. Physical Education 160 (Health)	yated tenestion Activity
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# B.S. DEGREE

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2. Speech 101, 102, 103	o Direct American of Foreign Language	o bloned Literature?	E D. T.	S. Esychology or Philosophy	V. Leonomies, Sociology of Amhropology

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Seattle Pacific College

literary and Hnguistic traditions of western culture, to promote humanistic values from the perspective of Christian faith and tradition, to improve reading skills through increased perception and sensitivity, to give practice in expository, critical, and creative writing, and to furnish a sound undergraduate major as a basis for advanced work on the graduate level.

English 101, 102, and 103 Are Prerequisite To All Other Courses in the Department. Selection is made on the basis of prior records and tests administered at the An honors program for superior students is provided in this sequence. time of college admission.

period courses, one in each of the following groups which has not been Requirements for the English Major. Students majoring in English must earn 45 credits, exclusive of English 101-103, including the following: English covered in the survey courses: 330-339, 350-359, and 360-369; 301 and 310; 240 and one other survey course: 230, 250, or 260; two upper division either 341 or 342; one course on the 400 level not including 490.

course. A somewhat flexible attitude is maintained toward preparation for above, except for the 400 level course, and must add 311 and one gente for teaching secondary school English must fulfill the program outlined reaching English. The Department desires to meet the needs of students as Requirement for Teacher Preparation in English. Students wishing to certify these needs become evident.

# LANGUAGE AND WRITING

Successful completion of 102 is a prerequisite for 102, and of 102 or 103. The suit of 103 is a prerequisite for 103 and of 103 is a prerequisite for all other Emplish courses.

The study of vertices expression through the reading of literature and exsurs on largence and the weiting of thems on related subjects. Required of all Freshmen.

ADVANCED EXPOSITORY WRITING (3) As

Practice in nonfiction for the development of easy and effective expression.

Practice in anaginative writing adapted to the interests of the individual. WORKSHOP IN CREATIVE WITTING (3) (7) WI Sprengitisite, one fiterature course beyond 103; Junior standing.

110, 311 THE ENGLISH LANGUAGE (5) (5) WI Sp. I Batory and contomporary studios

### GENRE COURSES

Analysis of representative pound.

Analysis of representative slear stories and novels FICTION (3) W. Sec. 2

DEVELOPMENT OF DRAMATIC LITERATURE (6) From the Middle Ages to the present. Anniysis of representative pinys. 66 323

DRAMA (3)

EARLY ENGLISH NOYEL (5) Au From the beginnings to the Romantic Portod. X

From the Victorians to the early Twentieth Century. LATES ENGLISH NOVEL (S) WI 22

### SURVEY COURSES

230 MASTERFIEDES OF AMERICAN LITERATURE (5) As WI Major writers to 1905.

250, 250, 250 SURVEY OF BRITISH LITERATURE (5) (5) (5) As WI SP Beginnings to 1600; 1600 to 1800; 1800 to 1900.

PERIOD COURSES

33: AMERICAN LITERATURE (5) Au Beginnings to the Transcendentalists.

84

AMERICAN LITERATURE (5) WI

Pec to 1960.

333 AMBRICAN LITERATURE (5) The Twentieth Century.

EARLY EMBLISH LITERATURE (S)

The Lighth to the Fourteenth Century, excluding Changer.

Offered on Demand

THI SHAKESPEARE (S) AS

Earlier works.

SHAKESPEARE (5) WI 342

English Literature from 1600 to 1690. THE SEVENTEENTH CENTURY (5) WI 383

English Literature from 1660 to 1800. THE EIGHTEENTH CENTURY (S) AL THE ROMANTIC PERIOD (S) WI Tie.

Early Minetechth Country passes and postry. THE VICTORIAN PERIOD (5) Sp 25.

TWENTIETH CENTURY BRITISH LITERATURE (S) 59 Later Mineteenth Cautury pross and poetry,

# LITERATURE IN TRANSLATION

Prose and poetry of uncient Greece. GREEK LITERATURE (3) 100 100 100 100

Offered on Demand

Offered on Derrand

382 LATIN LITERATURE (3)

381 CONTINENTAL LITERATURE TO 1700 (5) Prose and poetry of ancient Rome.

Confinence of Function (fs) And the Middle Ages through the Mineteenth Manager of Function of Manager of Functions of Function (from the Middle Ages through the Mineteenth

Form, style, and literary technique of selected perticus of the Bible. THE BIRLE AS LITERATURE (3) AU 387

## ADVANCED COURSES

LITERARY CRITICISM (5) So From Aristotle to Twentieth Century critics. 640 800 800

CHAUCER ISI AM 41.4

MILTON (S) Sp

83 F

TWENTIETH CENTURY CONTINENTAL LITERATURE (5) SEMIOR TEACHING SEMINAR (3) (3) As Sp 989

Offered on Demand

Required of English majors who desire departmental recommendations for tanebing oredentials in English. READINGS (1.3) 603

Open only to advanced English Majors. Regissyntian by permission of Dapachness Chalmach, 4s least a 3.00 in no less fram 1.5 upper division credits in the department

### JOURNALISM

THE NEWSWEITING (3) As WIS

Offered on Demand

Directoration to medern news writing. Structure of news and feature startes. Reason-this profesency in the use of typewriter required. Prerequiste to 301, 302, 303,

PIL DE STATE ON LABORATORY (2) AL WI SE Prepulsite, 200,

The student participates in editing the earnpus newspapes. Repuriers write feature stories, student news and editorials. Opportunity is given for in-depth and inter-precise reporting. May be repeated.

10 MESS AND SOCIETY (2) AU

An analysis of the refe of newspapers and other communications media to determine how they fulfil their functions in an open sockety. Offered on Demand COPY EDITING (2) WG Presequiette, 200 or permission.

Editing news copy, writing cuttines, captions and headlines; newspaper makeun, byone and typography. 22 INTRODUCTION TO HISTORY OF JOURNALISM (2) SP

Introduction to the study of growth and development of the press with emphasis on Johnsham in the United States, its secial, pointed and athest responsibilities.

Political Science, FS Sociology, FS Snudes In Justice Concrat Business Psychology, FS Economics Sycial Work History, FS Geography Pre-Law

### inter-Disciplinary Studies

Environmental Studies, PS. Sacrotopy-Anthropology, FS Mathematics-Economics, VS Philosophy-Religion, FN American Studies, FS General Studies

### Special Programs

Continuing Studies General Honors Senior Citizens

# Program Requirements

Total Credit and Quality Requirements

1. A total of 180 credits.
2. A cumilative grade-point average of at least 2.78.

26 | Introducing Seattle Pacific College

in all countierve appropriate average of at least 2.00. At least sixty credits curned in courses numbered in all combes taken at Seattle Paxific College. in all courses applicable to the degree.

Ouring one quarter of residence, a minimum of judye gredies must be completed with a 2.00 grade salisfy the residence requirement. If only one year The first fifteen credits prior to graduation must a average. Credits camed by examination do not is taken at Scottle Pitcific College. It must be At least forty five credits earned in residence.

General Education Requirements 8.A. and B.S. Degrees

he carried in residence.

09.

courses offered at SPC in Art, Draina and 1. Fine and Applied Arts .

Courses offered at SPC in English, French German, Greek, Russian, Spainsh, or Speech casy be used to nicet (his requireme Music may be used to m Language and Liferature

X

Mathematics, Physical Science, or Physics may be Coarses offered at SPC in Biology, Chemistry. used to meet this requirement.

Goography, History, Political Science, Psychology, or Saciology may be used to meet Courses offered at SPC in Anthropology. this requirections. Special Science

complete description). Students who complete the figure of year of collegate work elsewhere will be able to read incorporate their transfer eradits into SPC's educin congrued accredited institution in areas offered by discount (see page 14 of this Catalog for a more scattle Pacific College will be accepted without Transfer Students, All gredits cerned at a

degree from an accredited community (muser) college ertified by the Director of Registration and Records proparation as described in requirements 1.4 above. Students who have carned an Associate in Arts edicaton requirements of abother accredited fourwhose general education requirements have been or who have satisfactorily completed the general as accepting the intention of providing breadth of year liberal arts institution will have satisfied requirements 1-4 above.

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\*This coparements may us satisfied only by courses takes at Seattle Pooling College.

ses listed under the Biblical Literature Figid in the School of Religion will meet this requirement Conrect in disciplines will indicate whether they A Values and Integration Dimension L. Faith Dimension

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all numbered from 10th 10th will meet this required Proceedings warses listed with a School profix vatational or professional will also uget this Ment. Courses in disciplines designated as Vocational Systemional Dimension

Statle Payfor allege considers the Foundations for Christian I wing area to be at the heart of its approach Dominanti States with Service in Birdical Literature President Aspestional courses teach transfer student With against stanting is expected to complete 5 credits to higher concation. Therefore, each transfer student infor standing is easy cred to complete in gredits in Anthe statistics of backets to complete 15 Ribled Lacruing and Screens in eather Values and Institution of Vosetional Associated courses; un-Media in Everdational Studies with 10 credits in to Biblical Literature, each transfer student with and Supplies in other Values and Integration or

each transferstudent with freshman sounding is expected to complete the full requirement.

### Completion of a Field of Specialization Specific Standards Governing the

- of specialization without review by and approval of seventy-five credits may be required or controlled 25 a School ift designating requirements for a field forty-five credits. Twenty credits are required in A held of specialization requires a minimum of courses numbered 30% or above. No more than the Academic Policies Committee.
- of other the Bachelor of Arts or Bachelor of Science given only for fields of specialization in the School A field of specialization is required for completion of Natural and Mathematical Sciences, the School degree. The Bachelar of Science degree may be of Health Sciences, and physical education
  - the College. These requirements state total credits recommended by the Currenium Committee of any 3. Field of specialization requirements must be men supporting courses. For a list of approved underpechalization, see the section entitled "Areas of of the Catalog assigned to the various Schools of depth and breadth are specified in the sections of the Schools and approved by the Academic apper division credits, prescribed courses and Any other held of specialization Policies Continitee may be accepted toward in full. These requirements of preficiency in graduate fields of instruction and fields of the baccalumente degree. restruction,"
    - upper division smalls to a field or specialization or Course work with a "D" grade, while counted \* Bransfer student must earn a minimum of 15 Seattle Picoffe College
      - The School in which a student completes a field of specialization must certify to the Director of credits for a field of specialization

Introducing Seattle Pacific College / 27

Repistration and Records that he has satisfactorily

### Courses

### Writing

(48) WRITING AS DISCOVERY (3)
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56 CRETICAL WRITING (5) Subsequences as collect atherest societies in green to the trace activities of the subsequence and the resisting of completions to the resisting of imageness to actuate solidy, and convince a tender.

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319. 411. PROFESSIONAL WEITING 35

# Literary Forms, Figures and Movements

### British

consists the late nienteenth century issues of fath and doubt the individual and society, cuts and because as periodical to be the lighting poets of the periodical consistent Resonants. However, and others CopyRes the late marreents centur

345 FARLY AND MIDDLE ENGLISH FOETRY GI Consemences principles on the poetry which has allocated so many liter writers. Prestry dischales Prince Florender, Rounds de les Rais, and a metrical version of Arthuran legends. Excludes Chinacet's and a metrical version of Arthuran legends.

Francis attention upon the development of brancis accionve of Scheduler A order of the features tall of the Blanch and dynamistics at 1% Perfor Greens, No.4, and Matheway dynamistics at 1% Perfor Greens, No.4, and Matheway was a finished to a feature of the second of the Newsork, Represent the Scheduler Ford, and Matheway around the Pool-Stackerpostern dramafilth. S46 BLIZABETHAN AND JACOBEAN DRAMA (%)

142 EIGHTEENTH-CENTURY SATHRE (S) The jains and techniques of personal and social sature a exemplified in proce and poetry from 140 to 1600. Works studied will relate the auditor writings of Dipolen, Swith, Popte. Burns and others.

82 / School of Humanities

348 KOMANTIC POETRY 15, Actod of heritary and their Actod of the present of the entitle of the traffic presences. Major attention will be given to the writings of presences. Major attention will be given to the writings of presence of the presence of the

A study of the covered of representative Victorian tavelists, including the Herotic Diskers. Taskients, Eion and Hardy, the development of the novel as popular intainingsee, and the novel as a reflection of Victorian solvely. 39 VICTORIAN NOVEL 13

### American

pis AMERICAN EARLY ROMAN INCS 63 Freques on the major figures of the early so Mill 19th Century. Energon Phoreau, Withman, Absorbering Post and others, The risking of their windows to the American goal and to Ge England and American data and occurrence at the time they wind forth the healghoused for discovation of their works.

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### Modern

225 MODERN POFTRY 15.

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Rike, Cumbrings, Sevens, Auden and Roethky.

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Functions some of these flexus voices which effolished to quest
or title or explore a religious functions. It has also study of vaint
source as Augustions Burgau, Passa, Kentergaus, Hosse,
C. S. Lewis, Charles William, Graham Green and John Urga.

23. UTERATURE AS PHILOSOPHICAL, EXPLORATION.

Source some literacy works, which raise tooks questions about recordingly, really, goodness and cherry, begindless study of such waters as Place. Belians, thoses, Coethe, Italys, Netrocke, Mann Kaha, Sartie, Carrier, Popper, C. P., Stoon, John Barth, etc.

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### Special Topics in Literature

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Bytania (2004), and Districts, Women or detectors and Victoria.
Fallows, War Literature, Third World Literature, Biography and Albhers, play, Contemporary Perty,
Albhers, play, Contemporary Perty,
Miller her alone, 45, Rependide.
[Miller See alone, 45, Rependide. 40 Jest Topic to be samplified in schedule of classers. (2)

## Theory, Practice and Contexts

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AND SENIOR TEACHING SEMINAR (S. Reading and Senior in Section in Supplement Services).

### Individual Authors

(Writers to be studied will be inted in the plass schedule.) 25-73 MODERN WRITERS (5) Kepnalah. 215-29 MODERN WRITERS (5) Repealah. 20-24 AMERICAN WRITERS (5) Repealaho. 415-439 AMERICAN WRITERS 198 Repetible 445.44 BRITISH WRITERS (2) Repeatable.
445.44 BRITISH WRITERS (5) Repeatable.

### Journalism

194 VEARBOOK AND MAGAZINE PRODUCTION 42

### Language Studies

### Purpose

and Romans are foundation stones of Western culture, The linguages, iterature and cuiture of the Greeks study of Greek opens new horizons of understanding The student of Biblical Literature will find that the the New Testament and provides a basic tool for studies in depth in the Biblical field.

standing of his native language through a companison and part in educating the whole person by helping the student caristo communicate with people of different ethnic and identification of linguistic structure. Most important, inguistic backgrounds. Learning a festign language, ancient or modurn, can improve a student's under-The study of modern languages plays a unique

School of Humanities / 83

Appropriately the Fernancies and Central Education re-documents are compared to occupate comprehenced. English in four medical statement and about a comprehence and using the their entro-ing students on the elevant into assistance and using the Chro-tan Students on the elevant into assistance and use the Chro-tans of the Chroman flow recovering comprehence and appropriate the elevants of the Chroman flow recovering conformation in the anti-ference of the Chroman flow recovering conformation in the anti-ference of the Chroman flow recovering conformation in the anti-dentification of single and an anti-comprehence of the margain in producing flowers of the antino of comprehence of the comprehence of th

# GENERAL EDUCATION RECYLITEMENTS, B.A. AND B.S. DEGREES

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C. General Education

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### Baccalaureate Degree

Requirements

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# Specific Requirements and Policies

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Councet on page 53.3
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NPE. All degree expelements for a maper or miner are based on the classing searchers the major or entirer to declared. For example, a Maderia declaring a outper in outbourn 1998, is noticer to all major requirements listed

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# PROFICIENCY TESTING PROGRAM

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Graduation Requirements Checklist

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### **Current SPU Catalog**

All writing-related undergraduate requirements

Writing Competency

Prior to their first quarter at SPU, students coming directly from high school will have a writing score assigned them based on pre-college indicators.

Note: English composition credits awarded for AP, CLEP, and IB exams will exempt students from having a writing score assigned, as will credit awarded for a college composition course in which a grade of at least C [2.0] is earned.

Transfer students who have not already taken and passed, with a grade of C (2.0) or better, a college-level composition course must take the English Placement Test. To do so, they may contact the English Department at 206-281-2036 to arrange testing. Students will not be permitted to register for their second quarter at SPU until the English Placement Test has been taken.

- Students whose scores indicate that they can write minimally at the college level but need a writing course in order to succeed in college will be required to take ENG 2201 Intermediate College Writing.
- Students whose score indicates they do not yet write on the college level will be required to enroll in a designated section of ENG 2201 Intermediate College Writing and simultaneously to work with a tutor in the Writing Center.

Writing ("W") Courses Courses designated as writing courses (3000- and 4000-level) offer a substantial component of writing design students' earlier work in writing. At the same time, they provide instruction in the technical and stylistic requirements appropriate to a particular discipline.	ed to reinforce rements of
In these courses, students are expected to write at least two papers and a minimum of 3,000 words or according draft prose. Faculty members spend at least one class period providing instruction in writing, and they evaluate for both content and form — not only for what is said, but also for how it is said. These courses normally providing for revision as well.	

### **USEM 1000:**

This seminar introduces first-year college students to the liberal arts at a Christian university through the investigation of a special topic. Students will write, speak, and practice critical thinking, participate in ground projects, and use electronic and print learning resources. As an introduction to university life, the students explore the meaning of Christian vocation and develop a love of learning. Seminar instructors will are a students at faculty advisor to students in their seminar through the freshman year. Descriptions of particular schaffer available in the yearly class schedule.

### All Current SPU College Writing Courses

#### ENG 2201: Intermediate College Writing (3)

Prerequisite: Score of two, three or four in Writing Placement. Improves upon elementary college-writing skills through readings, discussion, and the assignment of writing tasks typically found in college coursework. Tutorial sessions in the Writing Center may be required.

Attributes: Writing Skills Competency

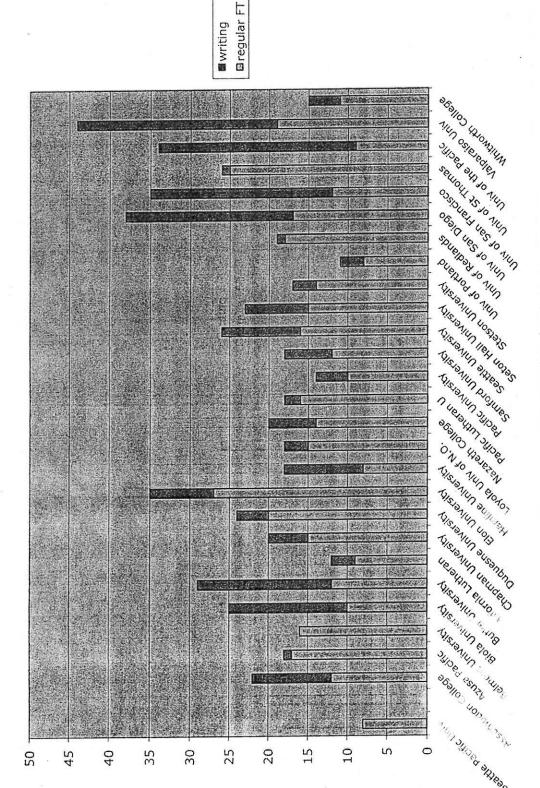
### ENG 3301: Advanced Expository Writing (3)

Prerequisite: ENG 2201 or score of five to six in Writing Placement. Moves students beyond the academic essay and shows them techniques for addressing an audience beyond the academy. Focuses on the exploratory, open-ended essay as a lens for examining topics chosen by students in consultation with the instructor.

Auributes: Upper-Division, Writing "W" Course, Writing Skills Competency

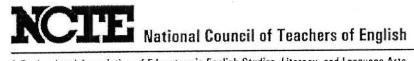
Typical Writing Faculty Staffing at Peer and Comparable Universities

Peer Institution Comparison ENGLISH (200*)	total UG	all-student writing req?	English regular FT faculty	English writing faculty	
Seattle Pacific Univ	3007	по	8		0
Assumption College Azusa Pacific Belmont University Biola University Butler University California Lutheran Chapman University Duquesne University Elon University Loyola Univ of N.O. Nazareth College Pacific Lutheran U Pacific Lutheran U Pacific University Samford University Seattle University Seton Hall University Seton Hall University Univ of Portland Univ of San Diego	2172 4858 4174 3657 3825 2196 3864 5907 1500 2715 4160 5300 5260 5250 5119	yes	11 10 10 10 10 10 10 10 10 10 10 10 10 1		
Univ of San Francisco Univ of St Thomas Univ of the Pacific Valparaiso Univ Whitworth College	5477 6164 3457 4000 2394	yes yes yes yes	1/ 12 25 9 9 19 11		21 lecturer, instructor, visiting asst prof 23 PT instructor 1 instructor 25 seminar instructors 25 core faculty from across university 4 lecturer, adjunct instructor
	*	AVERAGE=	15		8



Faculty

## Disciplinary Standards and Recommendations for University Writing Programs



A Professional Association of Educators in English Studies, Literacy, and Language Arts

### Issue Brief: Writing Programs

Joseph Janangelo
Loyola University of Chicago
jjanang@luc.edu [mailto:jjanang@luc.edu]

Writing Programs are physical and online spaces that help students write effectively for audiences both within and beyond the academy, develop their abilities as rhetors, and do their best work by composing and revising texts based on academic and self-sponsored literacy projects. The National Council of Writing Program Administrators (CWPA) represents teachers and researchers whose teaching and scholarship focus on intellectual and pedagogical aspects of writing programs and their administration. Its goal is to provide resources, support, and services on matters attendant to the administration of writing programs. Writing programs, for CWPA's purposes, specifically include all writing-across-the-disciplines programs, writing centers, and writing courses with multiple sections.

### **Leading Journals**

Assessing Writing: An International Journal <a href="http://www.elsevier.com/wps/find/journaldescription.authors/620369/description">http://www.elsevier.com/wps/find/journaldescription.authors/620369/description#description</a>]

College Composition and Communication <a href="http://www1.ncte.org/store/journals/105392.htm">http://www1.ncte.org/store/journals/105392.htm</a> [http://www1.ncte.org/store/journals/105392.htm]

College English http://www.ncte.org/journals/ce [http://www.ncte.org/journals/ce]

Computers and Composition <a href="http://computersandcomposition.osu.edu">http://computersandcomposition.osu.edu</a> [http://computersandcomposition.osu.edu]

Computers and Composition Online <a href="http://www.bgsu.edu/cconline/home.htm">http://www.bgsu.edu/cconline/home.htm</a> [http://www.bgsu.edu/cconline/home.htm]

Journal of Second Language Writing http://www.jslw.org [http://www.jslw.org]

Journal of Teaching Writing http://www.iupui.edu/~jtw/ [http://www.iupui.edu/~jtw/]

Kairos A Journal of Rhetoric, Technology, and Pedagogy http://english.ttu.edu/Kairos/ [http://english.ttu.edu/Kairos/]

Teaching English in The Two-Year College Journal <a href="http://www1.ncte.org/store/journals/college/105397.htm">http://www1.ncte.org/store/journals/college/105397.htm</a> [http://www1.ncte.org/store/journals/college/105397.htm]

WPA; Writing Program Administration <a href="http://www.wpacouncil.org/journal/index.html">http://www.wpacouncil.org/journal/index.html</a> [http://www.wpacouncil.org/journal/index.html]

Writing Center Journal http://www.english.udel.edu/wcj/[http://www.english.udel.edu/wcj/]

Young Scholars in Writing <a href="http://www.bk.psu.edu/Academics/Degrees/26432.htm">http://www.bk.psu.edu/Academics/Degrees/26432.htm</a> [http://www.bk.psu.edu/Academics/Degrees/26432.htm]

### **Relevant Organizations**

American Association of University Professors <a href="http://www.aaup.org/aaup">http://www.aaup.org/aaup</a> [http://www.aaup.org/aaup]

Association of American Colleges and Universities <a href="http://www.aacu.org">http://www.aacu.org</a> [http://www.aacu.org]

CCCC Committee on Second Language Writing <a href="http://www.ncte.org/cccc/committees/secondlang">http://www.ncte.org/cccc/committees/secondlang</a> [http://www.ncte.org/cccc/committees/secondlang]

Council of Writing Program Administrators <a href="http://wpacouncil.org">http://wpacouncil.org</a> [http://wpacouncil.org]

Electronic Portfolio Action and Communication <a href="http://epac.pbworks.com">http://epac.pbworks.com</a> [http://epac.pbworks.com]

International Writing Centers Association <a href="http://writingcenters.org">http://writingcenters.org</a>]

National Council of Teachers of English <a href="http://www.ncte.org">http://www.ncte.org</a> [http://www.ncte.org]

National Writing Project http://www.nwp.org [http://www.nwp.org]

NCTE Assembly on Computers in English http://aceworkshop.org [http://aceworkshop.org]

Two-Year College English Association <a href="http://www.ncte.org/tyca/membership">http://www.ncte.org/tyca/membership</a> [http://www.ncte.org/tyca/membership]

### Relevant Web Sites

CompPile http://comppile.org/search/comppile main search.php [http://comppile.org/search/comppile main search.php]

WPA Network for Media Action http://www.wpacouncil.org/nma [http://www.wpacouncil.org/nma]

National Conversation on Writing <a href="http://ncow.org/site/">http://ncow.org/site/</a> [http://ncow.org/site/]

The WAC Clearing House <a href="http://wac.colostate.edu">http://wac.colostate.edu</a>]

### Relevant Email Discussion Lists

Symposium on Second Language Writing http://sslw.asu.edu [http://sslw.asu.edu]

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A statement on an education issue approved by the CCCC Executive Committee

### Writing Assessment: A Position Statement

Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009)

### Introduction

Commence of a control outcome

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs—to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles to insure that they are valid, fair, and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

In spite of the diverse uses to which writing assessment is put, the general principles undergirding it are similar:

Assessments of written literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all the participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices.

### **Guiding Principles for Assessment**

1. Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.

As a result...

- A. Best assessment practice is informed by pedagogical and curricular goals, which are in turn formatively affected by the assessment. Teachers or administrators designing assessments should ground the assessment in the classroom, program or departmental context. The goals or outcomes assessed should lead to assessment data which is fed back to those involved with the regular activities assessed so that assessment results may be used to make changes in practice.
- B. Best assessment practice is undertaken in response to local goals, not external pressures. Even when external forces require assessment, the local community must assert control of the assessment process, including selection of the assessment instrument and criteria.
- C. Best assessment practice provides regular professional development opportunities. Colleges, universities, and secondary schools should make use of assessments as opportunities for professional development and for the exchange of information about student abilities and institutional expectations.
- 2. Writing is by definition social. Learning to write entails learning to accomplish a range of purposes for a range of audiences in a range of settings.

As a result...

A. Best assessment practice engages students in contextualized, meaningful writing. The assessment of writing must strive to set up writing tasks and situations that identify purposes appropriate to and appealing to the

particular students being tested. Additionally, assessment must be contextualized in terms of why, where, and for what purpose it is being undertaken; this context must also be clear to the students being assessed and to all stakeholders.

- Best assessment practice supports and harmonizes with what practice and research have demonstrated to be effective ways of teaching writing. What is easiest to measure—often by means of a multiple choice test—may correspond least to good writing; choosing a correct response from a set of possible answers is not composing. As important, just asking students to write does not make the assessment instrument a good one.
  Essay tests that ask students to form and articulate opinions about some important issue, for instance, without time to reflect, talk to others, read on the subject, revise, and have a human audience promote distorted notions of what writing is. They also encourage poor teaching and little learning. Even teachers who recognize and employ the methods used by real writers in working with students can find their best efforts undercut by assessments such as these.
- C. Best assessment practice is direct assessment by human readers. Assessment that isolates students and forbids discussion and feedback from others conflicts with what we know about language use and the benefits of social interaction during the writing process; it also is out of step with much classroom practice. Direct assessment in the classroom should provide response that serves formative purposes, helping writers develop and shape ideas, as well as organize, craft sentences, and edit. As stated by the CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments, "we oppose the use of machine-scored writing in the assessment of writing." Automated assessment programs do not respond as human readers. While they may promise consistency, they distort the very nature of writing as a complex and context-rich interaction between people. They simplify writing in ways that can mislead writers to focus more on structure and grammar than on what they are saying by using a given structure and style.
- 3. Any individual's writing ability is a sum of a variety of skills employed in a diversity of contexts, and individual ability fluctuates unevenly among these varieties.

As a result...

- A. Best assessment practice uses multiple measures. One piece of writing—even if it is generated under the most desirable conditions—can never serve as an indicator of overall writing ability, particularly for high-stakes decisions. Ideally, writing ability must be assessed by more than one piece of writing, in more than one genre, written on different occasions, for different audiences, and responded to and evaluated by multiple readers as part of a substantial and sustained writing process.
- B. Best assessment practice respects language variety and diversity and assesses writing on the basis of effectiveness for readers, acknowledging that as purposes vary, criteria will as well. Standardized tests that rely more on identifying grammatical and stylistic errors than authentic rhetorical choices disadvantage students whose home dialect is not the dominant dialect. Assessing authentic acts of writing simultaneously raises performance standards and provides multiple avenues to success. Thus students are not arbitrarily punished for linguistic differences that in some contexts make them more, not less, effective communicators. Furthermore, assessments that are keyed closely to an American cultural context may disadvantage second language writers. The CCCC Statement on Second Language Writing and Writers calls on us "to recognize the regular presence of second-language writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural needs." Best assessment practice responds to this call by creating assessments that are sensitive to the language varieties in use among the local population and sensitive to the context-specific outcomes being assessed.
- C. Best assessment practice includes assessment by peers, instructors, and the student writer himself or herself. Valid assessment requires combining multiple perspectives on a performance and generating an overall assessment out of the combined descriptions of those multiple perspectives. As a result, assessments should include formative and summative assessments from all these kinds of readers. Reflection by the writer on her or his own writing processes and performances holds particular promise as a way of generating knowledge about writing and increasing the ability to write successfully.

4. Perceptions of writing are shaped by the methods and criteria used to assess writing.

As a result...

As a result...

- A. The methods and criteria that readers use to assess writing should be locally developed, deriving from the particular context and purposes for the writing being assessed. The individual writing program, institution, or consortium, should be recognized as a community of interpreters whose knowledge of context and purpose is integral to the assessment. There is no test which can be used in all environments for all purposes, and the best assessment for any group of students must be locally determined and may well be locally designed.
- B. Best assessment practice clearly communicates what is valued and expected, and does not distort the nature of writing or writing practices. If ability to compose for various audiences is valued, then an assessment will assess this capability. For other contexts and purposes, other writing abilities might be valued, for instance, to develop a position on the basis of reading multiple sources or to compose a multi-media piece, using text and images. Values and purposes should drive assessment, not the reverse. A corollary to this statement is that assessment practices and criteria should change as conceptions of texts and values change.
- C. Best assessment practice enables students to demonstrate what they do well in writing. Standardized tests tend to focus on readily accessed features of the language (grammatical correctness, stylistic choices) and on error rather than on the appropriateness of the rhetorical choices that have been made. Consequently, the outcome of such assessments is negative: students are said to demonstrate what they do wrong with language rather than what they do well. Quality assessments will provide the opportunity for students to demonstrate the ways they can write, displaying the strategies or skills taught in the relevant environment.
- 5. Assessment programs should be solidly grounded in the latest research on learning, writing, and assessment.
  - A. Best assessment practice results from careful consideration of the costs and benefits of the range of available approaches. It may be tempting to choose an inexpensive, quick assessment, but decision-makers should consider the impact of assessment methods on students, faculty, and programs. The return on investment from the direct assessment of writing by instructor-evaluators includes student learning, professional development of faculty, and program development. These benefits far outweigh the presumed benefits of cost, speed, and simplicity that machine scoring might seem to promise.
  - B. Best assessment practice is continually under review and subject to change by well-informed faculty, administrators, and legislators. Anyone charged with the responsibility of designing an assessment program must be cognizant of the relevant research and must stay abreast of developments in the field. The theory and practice of writing assessment is continually informed by significant publications in professional journals and by presentations at regional and national conferences. The easy availability of this research to practitioners makes ignorance of its content reprehensible.

### **Applications to Assessment Settings**

The guiding principles apply to assessment conducting in any setting. In addition, we offer the following guidelines for situations that may be encountered in specific settings.

#### Assessment in the Classroom

In a course context, writing assessment should be part of the highly social activity within the community of faculty and students in the class. This social activity includes:

- a period of ungraded work (prior to the completion of graded work) that receives response from multiple readers, including peer reviewers,
- · assessment of texts-from initial through to final drafts-by human readers, and
- more than one opportunity to demonstrate outcomes.

Self-assessment should also be encouraged. Assessment practices and criteria should match the particular kind of text being created and its purpose. These criteria should be clearly communicated to students in advance so that the students can be guided by the criteria while writing.

### Assessment for Placement

Placement criteria in the most responsible programs will be clearly connected to any differences in the available courses. Experienced instructor-evaluators can most effectively make a judgment regarding which course would best serve each student's needs and assign each student to the appropriate course. If scoring systems are used, scores should derive from criteria that grow out of the work of the courses into which students are being placed.

Decision-makers should carefully weigh the educational costs and benefits of timed tests, portfolios, directed self placement, etc. In the minds of those assessed, each of these methods implicitly establishes its value over that of others, so the first impact is likely to be on what students come to believe about writing. For example, timed writing may suggest to students that writing always cramps one for time and that real writing is always a test. Machine-scored tests may focus students on error-correction rather than on effective communication. In contrast, the value of portfolio assessment is that it honors the processes by which writers develop their ideas and re-negotiate how their communications are heard within a language community.

Students should have the right to weigh in on their assessment. Self-placement without direction may become merely a right to fail, whereas *directed* self-placement, either alone or in combination with other methods, provides not only useful information but also involves and invests the student in making effective life decisions.

If for financial or even programmatic reasons the initial method of placement is somewhat reductive, instructors of record should create an opportunity early in the semester to review and change students' placement assignments, and uniform procedures should be established to facilitate the easy re-placement of improperly placed students. Even when the placement process entails direct assessment of writing, the system should accommodate the possibility of improper placement. If assessment employs machine scoring, whether of actual writing or of items designed to elicit error, it is particularly essential that every effort be made through statistical verification to see that students, individually and collectively, are placed in courses that can appropriately address their skills and abilities.

Placement processes should be continually assessed and revised in accord with course content and overall program goals. This is especially important when machine-scored assessments are used. Using methods that are employed uniformly, teachers of record should verify that students are appropriately placed. If students are placed according to scores on such tests, the ranges of placement must be revisited regularly to accommodate changes in curricula and shifts in the abilities of the student population.

### **Assessment of Proficiency**

Proficiency or exit assessment involves high stakes for students. In this context, assessments that make use of substantial and sustained writing processes are especially important.

Judgments of proficiency must also be made on the basis of performances in multiple and varied writing situations (for example, a variety of topics, audiences, purposes, genres).

The assessment criteria should be clearly connected to desired outcomes. When proficiency is being determined, the assessment should be informed by such things as the core abilities adopted by the institution, the course outcomes established for a program, and/or the stated outcomes of a single course or class. Assessments that do not address such outcomes lack validity in determining proficiency.

The higher the stakes, the more important it is that assessment be direct rather than indirect, based on actual writing rather than on answers on multiple-choice tests, and evaluated by people involved in the instruction of the student rather than via machine scoring. To evaluate the proficiency of a writer on other criteria than multiple writing tasks and situations is essentially disrespectful of the writer.

### **Assessment of Programs**

Program assessment refers to evaluations of performance in a large group, such as students in a multi-section course or majors graduating from a department. Because assessment offers information about student performance and the factors which affect that performance, it is an important way for programs or departments to monitor and develop their practice.

Programs and departments should see themselves as communities of professionals whose assessment activities reveal common values, provide opportunities for inquiry and debate about unsettled issues, and communicate measures of effectiveness to those inside and outside the program. Members of the community are in the best position to guide decisions about what assessments will best inform that community. It is important to bear in mind that random sampling of students can often provide large-scale information and that regular assessment should affect practice.

### Assessment for School Admission

Admissions tests are not only high stakes for students, they are also an extremely important component for educational institutions determining if they and a student are an appropriate match. Consequently, where students' writing ability is a factor in the admissions decision, the writing assessments should consist of direct measures of actual writing. Moreover, the assessment should consist of multiple writing tasks and should allow sufficient time for a student to engage in all stages of the writing process.

Assessments should be appropriate to educational institutions' distinctive missions and student populations, although similar institutions may collaborate to create assessments. Assessment should be developed in consultation with high school writing teachers.

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### NCTE National Council of Teachers of English

A Professional Association of Educators in English Studies, Literacy, and Language Arts



### Standards for the Assessment of Reading and Writing, Revised Edition (2009)

Quality assessment is a process of inquiry. It requires gathering information and setting conditions so that the classroom, school, and community become centers of inquiry where students, teachers, and other stakeholders can examine their learning—individually and collaboratively—and find ways to improve their practice.

In Fall 2007, the National Council of Teachers of English and the International Reading Association
[http://www.reading.org] appointed a Joint Task Force on Assessment to update the Standards for the Assessment of Reading and Writing, originally published by the two organizations in 1994. The revised document aims to improve the quality of assessment by providing standards to guide decisions about assessing the teaching and learning of literacy in 21st-century classrooms.

The standards rest on understandings about assessment, language, and literacy generated by research over the past 40 years. A brief conceptual framework is presented in the introduction. Each standard, accessible from the links below and from links in the left menu, opens with a brief explanatory paragraph, followed by an expanded discussion of the standard. The document also includes brief case studies that make the implications of the standards concrete.

The document is also available for purchase in book form. [https://secure.ncte.org/store/assessment-standards-revised]

Introduction [http://www.ncte.org/standards/assessmentstandards/introduction]

#### The Standards

- 1. The interests of the student are paramount in assessment [http://www.ncte.org/standards/assessmentstandards/standard1].
- 2. The teacher is the most important agent of assessment. [http://www.ncte.org/standards/assessmentstandards/standard2]
- 3. The primary purpose of assessment is to improve teaching and learning. [http://www.ncte.org/standards/assessmentstandards/standard3]
- 4. <u>Assessment must reflect and allow for critical inquiry into curriculum and instruction. [http://www.ncte.org/standards/assessmentstandards/standard4]</u>
- Assessment must recognize and reflect the intellectually and socially complex nature of reading and writing and the important roles of school, home, and society in literacy development. [http://www.ncte.org/standards/ /assessmentstandards/standard5]
- 6. Assessment must be fair and equitable. [http://www.ncte.org/standards/assessmentstandards/standard6]
- 7. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment. [http://www.ncte.org/standards/assessmentstandards/standard7]
- 8. The assessment process should involve multiple perspectives and sources of data. [http://www.ncte.org/standards/assessmentstandards/standards]
- 9. Assessment must be based in the local school learning community, including active and essential participation of families and community members. [http://www.ncte.org/standards/assessmentstandards/standard9]

- 10. All stakeholders in the educational community—students, families, teachers, administrators, policymakers, and the public—must have an equal voice in the development, interpretation, and reporting of assessment information.

  [http://www.ncte.org/standards/assessmentstandards/standard10]
- 11. Families must be involved as active, essential participants in the assessment process. [http://www.ncte.org/standards/assessmentstandards/standard11]

<u>Case Studies 1 & 2: National Monitoring of Education [http://www.ncte.org/standards/assessmentstandards/casestudiesal</u>

<u>Case Studies 3 & 4: School and Classroom Assessments: Response to Intervention in the United States</u>
[http://www.ncte.org/standards/assessmentstandards/casestudiesb]

Glossary [http://www.ncte.org/standards/assessmentstandards/glossary]

Members of the NCTE-IRA Joint Task Force on Assessment

[http://www.ncte.org/standards/assessmentstandards/taskforce]

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### **Appendix 4**

### **Learning and Technology Task Force**

### **Digital Wisdom Recommendation**

Established by the Provost in spring 2013, the Learning and Technology Task Force exists to explore technological education and educational technology at SPU. The task force is charged to generate recommendations about the digital competencies, tools, spaces, and programming needed to support and advance student learning and development at SPU.

#### Task force members:

Michael Paulus, Library (Chair) Ryan Ingersoll, Library Ryan LaBrie, SBE Laura Sweat, SOT Dave Tindall, CIS David Wicks, SOE

The task force's first recommendation is for SPU to adopt a definition of digital wisdom and integrate related outcomes into the outcomes described in SPU's *Undergraduate Degree Program Learning Outcomes*. This document identifies the outcomes SPU currently aims to achieve to graduate "people of competence and character, becoming people of wisdom, and modeling grace-filled community." These outcomes, approved by the faculty in 2005, include the demonstration, integration, application, and communication of knowledge as well as the development of interpersonal, social, and professional skills. Outcomes associated with the concept of digital wisdom are connected with all of these outcomes, as well as many of the outcomes of SPU's graduate programs.

More than ten years ago, Marc Prensky introduced the terms "digital natives" and "digital immigrants." Prensky says a more helpful distinction now is "digital wisdom," which he defines as "a two-fold concept, referring both [1] to wisdom arising from the use of digital technology to access cognitive power beyond our usual capacity and [2] to wisdom in the use of technology to enhance our innate capabilities." Becoming "people of wisdom" includes being able to use new and emerging technologies wisely.

Digital wisdom begins with a mastery of certain digital competencies or literacies. A working definition of a digitally literate person describes someone who:

<sup>&</sup>lt;sup>1</sup> Assessment Committee, *Seattle Pacific University Undergraduate Degree Program Learning Outcomes*, approved May 2005, available from <a href="http://www.spu.edu/depts/oaa/documents/assessment/UGDegreelearningoutcomes-May05.pdf">http://www.spu.edu/depts/oaa/documents/assessment/UGDegreelearningoutcomes-May05.pdf</a>.

<sup>&</sup>lt;sup>2</sup> Marc Prensky, "From Digital Natives to Digital Wisdom," in *From Digital Natives to Digital Wisdom: Hopeful Essays for 21<sup>st</sup> Century Learning* (Thousand Oaks, Calif.: Corwin, 2012), 202.

- possesses the variety of skills—cognitive and technical—required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
- is able to use diverse technologies appropriately and effectively to search for and retrieve information, interpret search results, and judge the quality of the information retrieved;
- understands the relationships among technology, lifelong learning, personal privacy, and appropriate stewardship of information;
- uses these skills and the appropriate technologies to communicate and collaborate with peers, colleagues, family, and on occasion the general public;
- uses these skills to participate actively in civic society and contribute to a vibrant, informed, and engaged community.<sup>3</sup>

Supplementing these competencies, a digitally wise person could be described as someone who also:

- understands and practices the legal and ethical principles around content creation, ownership, dissemination, publication, copyright, plagiarism, acceptable use, and preservation;
- demonstrates digital literacy within a particular disciplinary or professional context;
- reflectively uses technologies with an awareness of implications for character formation and spiritual development.

In addition to defining digital wisdom and formulating outcomes, methods for assessing these outcomes would need to be determined. The National Survey of Student Engagement (NSSE) provides one measurement of how students assess SPU's contributions to digital literacy:

Educational and Personal Growth	and per	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? $I=Very$ little, $2=Some$ , $3=Quite$ a bit, $4=Very$ much									
		SPU CCC&U Carnegie Class NSSE 2011									
	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig b	Effect Size <sup>c</sup>
Using computing and	FY	2.70	2.97	***	30	3.05	***	39	3.05	***	39
information technology	SR	2.93	3.16	***	27	3.21	***	32	3.20	***	31

A recent report from the Washington Student Achievement Council (to which David Wicks contributed) states:

<sup>&</sup>lt;sup>3</sup> Digital Literacy Task Force of the American Library Association *Digital Literacy, Libraries, and Public Policy* (American Library Association Digital Literacy Task Force, 2013), 2, available from <a href="http://www.districtdispatch.org/wp-content/uploads/2013/01/2012">http://www.districtdispatch.org/wp-content/uploads/2013/01/2012</a> OITP digilitreport 1 22 13.pdf.

The fundamental responsibility for educators is to focus on student learning and students' educational experiences. We need to be nimble in the usage of technology, and we must ensure that the learning objectives determine the selection and use of technology.<sup>4</sup>

The wise use of technology is increasingly important for academic work and success as well as personal and professional development. As SPU reviews and refines how we cultivate people of competence, character, and wisdom, it seems appropriate that the concept of digital wisdom be incorporated into the outcomes that we articulate and pursue throughout our curricula.

November 4, 2013

<sup>&</sup>lt;sup>4</sup> Washington Student Achievement Council, *Ten-Year Roadmap Issue Briefing: Challenge Area: Capturing the Potential of Technology*, May 2013, available from <a href="http://www.wsac.wa.gov/sites/default/files/Council-Technology">http://www.wsac.wa.gov/sites/default/files/Council-Technology</a> IssueBriefing 1.pdf.

Appendix 5: Colloquia Examples

Colloquim: Global Hunger

In this one credit colloquium students will learn how scientists and health care professionals define hunger and malnutrition, about its prevalence in the world, consequences for babies, children and women, the role of food aid and political advocacy in ending hunger, and how Christians might respond to hunger. Students will learn how to find data on appropriate websites such as the WHO and UNICEF sites, we'll read and discuss David Beckman's book *Exodus from Hunger: We Are Called to Change the Politics of Hunger* and watch a film together. Of the eight sessions, five will be devoted to discussing these topics. The other three sessions will be devoted to learning how to use the university catalog and Banner system as college self-management tools, work effectively with a faculty advisor, explore options for majors and minors, and to learning about academic resources available to students along with general strategies for college success.

Colloquium: Engineering

Each week my group would focus on an article that we all would read before-hand from engineering practitioner magazines about cutting edge topics relevant for everyday people (e.g. issues of electronic voting, understanding solar power, brain-powered prosthetics, etc.). Our time together would focus on what data was presented, what bias might be present, what the impact might be of the author's conclusions, what knowledge the author must have had in order to write the article, etc. These would lead to discussions around the need for a college education and the concepts of vocation and calling.

#### "Anglophilia"

#### **Prof. Christine Chaney, English**

The love of all things English may seem like a recent American or popular culture phenomenon (think of "Downtown Abbey" mania, the passion for royal weddings, or endless hit Jane Austen movies). But in fact "Anglophilia" (the Latin meaning literally "love of England") goes back centuries and across continents, influencing serious movements in government, history, and culture from the 18<sup>th</sup> century onward in countries from Germany to Russia. As the aristocrat Sophie von La Roche wrote in 1786 as she voyaged toward London:

"England! You make me tremble for joy! For I confess books and travel have always been for me the only perfect happiness of this life. Especially England, whose history, writers and agriculture I loved for so long -- my whole soul was eager!"

In this colloquium, we will investigate how this "England" (our own American "mother country") has been so constructed and idealized for centuries as a model of Protestant religious tolerance, cultural civility, representative democracy, and the highest achievements in language and literature – and whether or not it actually deserves so much unbridled love. We will look closely at the remarkable continuity of what Anglophiles say they love about England -- from Sophie von La Roche in 1786 to the

most rabid Sherlock Holmes fan now. In fact, recent linguistic research has shown a marked in increase in British-English expressions in both casual conversation and news reportage in only the past five years.

How, then, has global travel and the worldwide globalization of sport, film, television, and literature helped foster these recent connections? And how were they so robust in earlier centuries when books and ideas travelled much more slowly? Why, in particular, do "English stories" seem to be an unending source of love and admiration across the globe – from Shakespeare to Austen, Dickens, Sherlock, and Tolkien?

We will read, watch, and discuss lots of lively material related to this topic in our colloquium for most of the quarter. But we will also spend several sessions on more practical matters, especially as the quarter goes on, looking at the university catalog and Banner system as college self-management tools. We will also talk about strategies for planning coursework as well as the role of faculty advisors, majors and minors, and other general strategies for college success.

Colloquium Synopsis Brian Chin Music

### Hypothetical 'Syllabus'

Week 8

purpose, and vocation.

Week 1 *Introduction: Why music?* (why do we all do what we do? Why is music a cultural and human universal? Why are we still fighting for music in our schools? What is music's place in the 21st century? Week 2 *Active Listening.* What do you hear? (i.e. how to talk about music. how to really hear what is happening, how to use recordings and live music as the ultimate learning tool. Week 3 Success in College. A discussion around what makes for a complete and successful college experience including: time management, work/school/social balance, life away from home, strategies for academic success, strategies for graduating as an artist prepared or the 21st century. Week 4 Seattle as a cultural hub. An exploration of the art and music in Seattle and an overview of Seattle's eclectic lineage and it's tendency to be an artistic incubator. How to engage with our city and it's artistic culture. Week 4 *Field trip: Library.* A tour of the musical resources at the library. How to search for items, find scores, check out recordings. Week 5 *Advising and one-on-one meetings* Week 6 Where does talent come from? A discussion around the intersection of the philosophies of God-given talent and freewill. *Practice makes...?* An introduction to practice and skill/talent development. Week 7

Conclusion: *Why Music?* A 'full circle' discussion emphasizing mission,

Colloquium Synopsis Andrew Ryder Theatre

Hypothetical "Responding to Contemporary Theatre" Syllabus

Week 1	<i>Introduction:</i> What have we seen, heard, and felt in the best theatre we've seen and made?
Week 2	See a local theatre production together.
Week 3	Responding: What questions do we ask of the theatre we see and make? What were they trying to do? How well was it done? Was it worth doing?
Week 4	See a local theatre production together.
Week 5	Responding: What questions do we ask of the theatre we see and make? What were they trying to do? How well was it done? Was it worth doing?
Week 6	Advising and one-on-one meetings
Week 7	<i>Field trip: Library.</i> A tour of the theatre resources at the library. How to search for items, find scripts, check out dvds.
Week 8	Success in College. A discussion around what makes for a complete and successful college experience including: time management, work/school/social balance, life away from home, strategies for academic success, strategies for graduating as an artist prepared or the 21st century.

Transfer of Learning and Backward Design John C. Bean

## Another Sample Assignment from "The Science of Climate Change"

Pilot Freshman Inquiry Seminar in the Natural Sciences
Charity Lovitt, Chemistry

Your task: Write an informative paper of 2-3 pages aimed at helping a science interpreter at the Pacific Northwest Science Center respond to a frequently encountered misconception about global warming. Your paper should identify the misconception, show its origin and prevalence among climate skeptics, use peer reviewed data to disprove the misconception, and propose a way that the scientific community could disseminate this corrected message to the general public. Throughout, adapt your information to the audience so that it portrays the science correctly without oversimplifying it or using complex wordage. Explain also the level of certainty/uncertainty in the data. Where appropriate, create an effective drawing or graph to help support your message.

Annotated Bibliography: Each group will be given a list of four misconceptions. Each member of the group needs to create an annotated bibliography on one of the misconceptions. Your objective is to identify at least one source for each of the misconceptions (newspaper, TV show, government document, senate hearing, internet meme, journal article, etc) and then determine the scholarly literature on the topic. When possible, identify the earliest source of the misconception and if you can, explain why it was made (incorrect interpretation of data, blatant misstating of data, something that was later disproved due to better instruments). You need to find peer-reviewed articles with data that disprove the misconception. In your annotated bibliography, you will need to find at least 3 peer reviewed articles about your topic and at least one non-scientific article that states your misconception (government documents, tv news show, newspaper, etc) In the annotated bibliography, you need to list the reference in APA format (including the title) and provide a brief 3-4 sentence summary/description of the main points of the article. See the example annotated bibliography on the website for instructions on how this bibliography will be graded.

#### **Examples of Climate Change Misconceptions**

- The uncertainty in climate models is so great that we can't predict the future.
- · Animals and plants can adapt to global warming.
- · Global warming will trigger another ice age
- · Climategate emails suggest that scientists have 'tricks' to 'hide the decline' in globaltemperatures
- Artic ice melt is a natural cycle. The amount of ice on the poles is always changing so wecan't use ice melt
  as an accurate measure.
- Water vapor is the most concentrated greenhouse gas. Since we can't change the amount ofwater vapor, we can't stop global warming
- Human contribution to CO2 is tiny; thus we can't be the cause of increased CO2 levels.
- CO2 is a natural molecule so the EPA can't classify it as a pollutant.
- Scientists can't predict weather, so how can we trust them to predict the climate
- As the temperature rises, the amount of water vapor will increase, which means that there will be more cloud cover. Clouds provide negative feedback which will counteract all of the warming caused by increased CO2
- The ocean can absorb all of the CO2
- · Volcanoes emit more CO2 than humans.
- Neptune is warming too so the increase in heat must be due to increased solar radiation.
- As the earth warms, spring and summer will occur earlier and more often. Since plants absorb CO2 from
  the atmosphere, the increase in summer days will increase plant growth, which will help pull more CO2
  from the atmosphere.
- Cow farts contribute more to global warming than car emissions
- We haven't seen evidence of catastrophic warming so we have plenty of time to prevent environmental collapse from increased temperature.
- Venus is a hot planet with CO2 in its atmosphere. However, it never underwent a runaway greenhouse
  effect.
- Temperature patterns are linked ONLY to solar radiation.
- In the historical record, CO2 follows temperature so it can not be possible that CO2 causesincreased temperature.

### **Appendix 7: Bibliography: Knowledge Transfer and Composition**

compiled by

Dr. Anis Bawarshi, Director of Expository Writing, University of Washington,

[highlights indicate particular influential findings]

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